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ABSTRACT

Providing a basic framework for a one year American history course for secondary students, this curriculum guide offers help for teachers in planning, organizing, and teaching social studies. Designed to cover the whole panorama of history (1450 through 1969) in sequence, the course aims to help students understand early events and how they are related to contemporary affairs. The multi-concept plan is based upon the assumption that the subject matter of American history can be presented in terms of general organizing concepts. These general ideas (primary concepts) serve as the organizational framework for factual content (secondary concepts) of the course. The students, taught by this plan, become aware of the relativity of historical interpretation and learn to organize facts into meaningful patterns. The thirty-six week course in American history is divided into 17 units of instruction, with each unit varying from one to three weeks in duration. The last three units are devoted to the developing twentieth-century conflict between Capitalism and Communism. Concepts, content, guides, oral and written activities, and bibliography of student and teacher materials are presented for each unit. A social studies skills development chart is appended. (Author/SJM)

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THE MULTI-CONCEPT PLAN HIGH SCHOOL

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AMERICAN HISTORY
THE MULTI-CONCEPT PLAN
For High School

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STATE DEPARTMENT OF PUBLIC EDUCATION

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PREFACE

For the past two years the Social Studies Section of the State Department of Education has been working closely with educators on all levels in an effort to produce curriculum guides that will be of maximum help for teachers in planning, organizing and teaching the social studies. This publication, a product of that two-year effort, is designed specifically for the use of high school teachers of American history.

It is important today for our young people to have a working knowledge as well as an appreciation and understanding of our great heritage. We hope that this publication will serve to help accomplish these goals. It presents a basic framework for an emphasis on teaching American history, and is richly supplemented with suggestions for teachers. We sincerely hope that high school teachers will find it useful in planning and teaching American history.

William J. Dodd
State Superintendent
of Public Education

FOREWORD

This publication reflects a coordinated effort of public school personnel, college personnel and members of the social studies section of the Department of Education. It presents a new approach, and emphasis for the teaching of American history in the high school which should give new life to this most important subject.

A major purpose for this publication is to help teachers overcome an outstanding problem in high school history instruction -- that of giving adequate coverage to the whole panorama of history. In far too many instances, high school students are never exposed to a systematic study of American history since World War I. This publication is designed to help teachers achieve an adequate coverage of the historical sequence so that students might obtain a better understanding and appreciation of early and recent historical events and how these events are related to contemporary affairs. The achievement of effective citizenship depends upon this.

This program is a continuation of the work begun in grade five and expanded in grade seven, thus serving to promote continuity and to minimize needless duplication from grade to grade. A separate publication for grades five and seven will be completed during the 1966-67 school year.

William F. Beyer, Jr.
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TABLE OF CONTENTS

	Page
Objectives	iv
Acknowledgments	v
Introduction	1
Comments on Materials	4
Social Studies Skills Guide	5
Yearly Planning Guide	8
UNIT I - The Era of Exploration and Colonization	9
UNIT II - The English in North America	17
UNIT III - The American Revolution	26
UNIT IV - Establishing the New Republic	37
UNIT V - The Emergence of a National Character	47
UNIT VI - Sectional Conflict	55
UNIT VII - Civil War and Reunion	69
UNIT VIII - The Emergence of Industrial America	81
UNIT IX - The Progressive Era	93
UNIT X - The Rise of the United States as a World Power	100
UNIT XI - The Twenties	117
UNIT XII - Depression and the New Deal	130
UNIT XIII - The Emergence of the United States as a World Leader	140
UNIT XIV - From the New Deal Through the Great Society - 1945-1969	150
UNIT XV - Marx, Lenin and the Russian Revolution	164
UNIT XVI - The Soviet Union Under the Communist Regime	167
UNIT XVII - The United States versus the Soviet Union - The Cold War	171
Social Studies Skills Chart	178
Evaluation	194

OBJECTIVES FOR AMERICAN HISTORY

Recommended by the Social Studies Sub-Committee
of the One Hundred Man Curriculum Study Committee

1. Knowledge, understanding and appreciation of the American heritage as a trust that must be preserved, refined and passed on to future generations; more than a memorization of facts and events.

2. Knowledge, understanding and appreciation of how and why this country was colonized and settled by peoples from various countries of the old world.

3. Knowledge, understanding and appreciation of the colonial foundations of the United States, emphasizing the Americanization of the old world heritage.

4. Knowledge, understanding and appreciation of the American Revolution.

5. Knowledge, understanding and appreciation of the development of American cultural pursuits and economic growth as well as political developments from colonial times to the present.

6. Knowledge, understanding, appreciation and respect for the Declaration of Independence, the Constitution and our Democratic way of life.

7. Knowledge, understanding and appreciation of our democratic system as opposed to the Communistic and other systems not based upon the will of the people.

8. Knowledge, understanding and appreciation of the fact that our heritage, though basically European in origin, is the result of many forces: economic, political, moral, religious and social which make America what it is today.

9. Knowledge, understanding and appreciation of current events as they relate to history.

10. Knowledge, understanding and appreciation of the growing role of the United States as a world leader since World War I.

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INTRODUCTION

This is a proposed organizational plan for a one-year course in American history at the high school level. The plan is consistent with accepted theories of learning and with professionally recognized approaches to the study of American history. Although approved and recommended by the State Department of Education, the multi-concept plan will continue to be subjected to controlled classroom experiments supervised by competent directors of educational research. It should be regarded as a minimum plan for teaching American history. Hopefully teachers will augment it with techniques and materials which have proven successful in their own teaching experience. It is an organizational plan, the basis for a course in American history, and not a complete course in itself.

The concepts, content, activities and materials are suggested ones for teaching the units. Teachers should not feel bound to them, but should feel free to add other concepts that may be important or are desired for other purposes, such as motivation or interest. Teachers are encouraged to think creatively and to adapt the plan to the needs and abilities of their students.

The Multi-Concept Plan

The committee has named this proposal THE MULTI-CONCEPT PLAN FOR TEACHING AMERICAN HISTORY AT THE HIGH SCHOOL LEVEL. The plan is based upon the assumption that the subject matter of American history can be presented to high school students in terms of general organizing concepts. These general ideas serve as the organizational framework for the factual content of the course. Factual information can be gathered into this framework in the classroom or in outside student projects and given a more significant meaning than if each fact or historical episode stood by itself. The plan further assumes that the subject matter of history can be treated at different levels of generality and that effective teaching and learning involves dealing with factual information at various conceptual levels. In other words, the subject matter of each major chronological division of American history can be organized around a general idea (primary concept) or several more specific ideas (secondary concepts).

The primary concept is the most general way to approach a period or unit of history and still give it coherent meaning. As the teacher presents the individual episodes of history to his students, he will keep the larger idea constantly in mind. Thus from day to day he will encourage the students to fill new parts of the larger picture until the class has grasped the subject matter of the unit as related parts of a meaningful whole. Students will be able to see and to trace relationships, to understand rather than merely to memorize the facts of American history. Such learning is of greater usefulness and is more likely to become a permanent part of the student's intellectual possession than is the kind of rote learning that too often characterizes the study of history in the high school.

The secondary concepts organize in a more compact way areas of factual material within the unit. They may also be used to approach the material from a perspective or point of view different from the primary concept.

The principal merit of the use of such secondary concepts is the greater degree of flexibility which it gives the teacher. If he places the highest premium on a thorough and balanced coverage of the subject matter, he may develop the primary concept, but allot equal time to each of the secondary concepts. Another teacher may choose to work through the primary concept with his class for the sake of general coverage and then select for treatment in depth, one or two of the secondary concepts to bring in color and detail. The use of both primary and secondary organizing concepts permits a comprehensive coverage of the material while suggesting selected areas for more detailed coverage. The statement of concepts should not be read or given to the student in any manner or form. Rather the concepts should be the outcomes or understandings derived by the student from studying the various topics. As recent investigations of the learning process have pointed out, the most permanent learning is that which takes place through individual discovery. The teachers should implement the instructional program in such a way that the concepts will be developed by the pupils. The concepts may also be used as guidelines for testing and measuring the student's understanding and comprehension of the basic ideas.

The Multi-Concept Plan should tend to make the student more fully aware of the relativity of historical interpretation. He will see that the separate facts that make up the kaleidoscope of history fall into different patterns as the historian and student of history turn from one point of view to another. The concept may be used to view the material from contrasting perspectives.

The plan also has a long-ranged pedagogical purpose. Learning to organize facts into meaningful patterns, to place seemingly unique incidents and epidodes into conceptual frameworks, is a valuable technique of thinking. It is the first step toward making valid generalizations. It is a habit of thought that is probably transferable in other school subjects and concerns of life.

Adaptability to Modern Instructional Systems

The Multi-Concept Plan is adaptable to modern systems of instruction which place emphasis upon individualized education. The teacher may ask his students to develop alternative primary and secondary concepts to make the subject matter of the unit individually meaningful to them. It will permit students to develop an outline on American history within their own framework of thought. The plan can be easily tailored to such a system as the Decatur-Lakeview Plan, in which large lecture groups are broken down into small self-learning groups.[1] In this plan, the lecture teachers would deal only with the primary concept, leaving the development of the secondary concepts to the individual projects of the small groups. The plan is also adaptable to systems using team teaching. Each member of the teaching team could be made responsible for the development of the secondary concept that most closely corresponds to his own interests. Finally, the plan is based on a chronological outline and is adaptable to any high school history text.

[1]Beggs, Davis W. III. Decatur-Lakeview High School: a Practical Application of the Trumpt Plan. Englewood Cliffs: Prentice-Hall, Inc., 1964.

An Incentive for High School Teachers to Read

In a recent report by Baxter, Ferrell, and Wiltz, certain criticisms of social studies teachers were enumerated. Perhaps the most devastating among these criticisms was that most teachers fail to continue reading books after graduation from college.[2] The Multi-Concept Plan provides an incentive for continued reading by leaving teachers sufficient time to probe more deeply than usual into selected areas of the subject matter in each unit (the secondary concepts). As we all know, the fascination of history is often found in the picturesque and colorful detail of its various episodes. Any teaching or organizational method that encourages or necessitates continued and more detailed reading by the teacher almost inevitably makes the teacher more effective and the subject matter more interesting to him and to his students.

[2]Baxter, Maurice G., Robert H. Ferrell and John E. Wiltz. The Teaching of American History in High School. Bloomington: Indiana University Press, 1964.

COMMENTS ON MATERIALS

Books

Although booklists for each unit are included in this bulletin, they are not intended as an exhaustive and comprehensive list of readings, or as a complete list of desirable readings. The book listings should, however, typify the quality of readings to be desired by teachers and students. To give a complete listing would require quite an extensive publication.

Films

It was the original plan of the American History Curriculum Committee to include selected film listings for each unit in this bulletin. However, the State Department of Education has produced a new film publication, Films For Classroom Teaching, Bulletin Number 1061, which contains a quantity of new films now being purchased by the Department. This publication will include subject matter listings. Therefore, no film listings for each unit are included in this publication. Instead, teachers are urged to consult the new bulletin which will give a breakdown of film holdings by subject area, and which will present many current holdings not previously listed.

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT [3]

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the appendix, page 178 has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills. It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in three parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem solving and critical thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology

Part Three. Skills of inductive-deductive reasoning which are an integral part of the teaching-learning process in the social studies

I. Induction
II. Deduction
III. Verification

The chart located in the appendix of this guide also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining and extending the skill as necessary.

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[3] Reprinted with permission of the National Council for Social Studies. Published in NCSS Yearbook, 1963.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped at each stage, to generalize the skills by applying them in many and varied situations; in this way maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and re-teaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and most effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

YEARLY PLANNING GUIDE

Overview For The Year

Following is an organizational plan for a thirty-six week course in American history at the high school level. It is divided into seventeen units of instruction, with each unit varying from one to three weeks in duration. In order that the entire scope of American history might be covered, there are suggested time periods for each unit. The last three units, or the final six weeks of the course, are devoted to the developing twentieth-century conflict between democratic capitalism and totalitarian communism. This organizational plan attempts to integrate the "Americanism versus Communism" requirement for Louisiana high schools into a comprehensive course in American history.

Unit One: The Era of Exploration and Colonization, 1450-1607. (one week)

Unit Two: The English in North America, 1607-1763. (two weeks)

Unit Three: The American Revolution, 1763-1783. (two weeks)

Unit Four: Establishing the New Republic, 1781-1815. (three weeks)

Unit Five: The Emergence of a National Character, 1815-1840. (two weeks)

Unit Six: Sectional Conflict, 1840-1861. (four weeks)

Unit Seven: Civil War and Reunion, 1861-1876. (two weeks)

Unit Eight: The Emergence of Industrial America, 1870-1910. (three weeks)

Unit Nine: The Progressive Era, 1890-1917. (two weeks)

Unit Ten: The Rise of the United States as a World Power, 1890-1919. (three weeks)

Unit Eleven: The Twenties. (one week)

Unit Twelve: Depression and the New Deal, 1929-1941. (two weeks)

Unit Thirteen: The emergence of the United States as a World Leader. 1941-1948. (one week)

Unit Fourteen: From the New Deal through the Great Society - 1945-1969. (two weeks)

Unit Fifteen: Marx, Lenin, and the Russian Revolution. (two weeks)

Unit Sixteen: The Soviet Union Under the Communist Regime. (two weeks)

Unit Seventeen: The United States Versus the Soviet Union -- the Cold War (two weeks)

UNIT ONE

THE ERA OF EXPLORATION AND COLONIZATION - 1450-1607
(This is an introductory review unit, and is not to be taught in great detail)

Concepts

Primary Concept: the expansion of Europe.

The voyages of exploration that led to the discovery of the New World and to the founding of colonies were part of the expansion of Europe during the fifteenth and sixteenth centuries. For several decades before Columbus' discovery, Europeans of various nations had sailed into unfamiliar waters and along uncharted coasts in search of rich cargoes, markets for European goods, new fields for missionary activity, fabled lands, for personal fame and fortune, and the sheer adventure of it. This movement of sailors, merchants, gentlemen, clergymen, and adventurers to strange or to newly discovered lands represented a world-wide expansion of European people, commerce, political influence, and way of life. It would produce the great European empires which influenced the history of man at many junctures and a few remnants of which still exist today.

Secondary Concepts: commercial expansion; political expansion; cultural expansion; religious expansion.

An ever-present motive for the launching of expeditions into new areas of the world was the commercial expansion of the nation or commercial company involved. The first successful English colony in North America was financed by London merchants who hoped to establish trading posts in the New World. They had already opened new trade channels with Russia, Constantinople, Morocco and the Gold Coast of Africa, India, and China.

The charters which European colonizers received from their governments usually authorized them to establish government in the colony, which produced a world-wide political expansion of Europe. By the end of the seventeenth

century the principal nations of Europe had established political control over extensive areas of land in all parts of the world. Decisions made in the political capitals of Europe affected the lives of hundreds of thousands of non-Europeans.

With the merchants and colonists came European trading goods, weapons, languages, customs and manners. Perhaps the most permanent result of voyages of exploration and colonizing ventures was this cultural expansion of Europe. It carried the European way of life, in its several national variations, far beyond the boundaries of Europe.

Given the central importance of religion in the European way of life, cultural expansion necessarily involved the religious expansion of Europe. This factor helps to account for the intensity of the national rivalries involved in the competition for empire. The political expansion of Europe was also part of a contest between expanding religions, between Catholicism and Protestantism. The religions, no less than the European people themselves, would leave their mark upon the areas of the world into which they expanded during these centuries.

Content Guide

I. The European Background.

   A. Political and economic condition of medieval Europe: the manorial system and the feudal regime; a decentralized system.

   B. The influence of the Church: centralized, but other-worldly in outlook and satisfied with the European status quo.

II. The Preconditions for Expansion.

   A. The economic precondition: revival of trade and commerce; rise of commercial cities; increase of wealth.

   B. The political precondition: end of the feudal regime and the rise of the national state and nationalism.

C. The scientific and technological precondition: increasing knowledge of geographical science and nautical technology; improved ships.

D. The religious precondition: the Protestant Reformation; materialism (Protestants more "this worldly"), nationalism, religious rivalry.

III. The Agents of Expansion.

A. The decline of the Italian carrying trade in the Mediterranean and the surplus of skilled Italian seamen.

B. The contribution of the Portuguese: Henry, Diaz, da Gama.

C. The Spanish voyages: Columbus, Magellan and others.

D. English and French exploration: Cabot, Cartier, Champlain.

E. Dutch: Henry Hudson.

IV. The Results of Expansion.

A. The Spanish Empire in the Caribbean, Mexico, Central and South America and the Philippines.

B. The Portuguese Empire in the East Indies, the coast of India and Brazil.

C. The French in Canada, Louisiana and the Caribbean.

D. The English in North America, Bermuda and the West Indies.

E. The Dutch in Dutch Guiana, Dutch West Indies and New York.

ACTIVITIES

Reports - Oral and Written

1. Prepare a resume on the following: The motives for the exploration and settlement of the New World have been summed up in three words: Glory, Gospel and Gold.

2. Prepare a short report beginning with one of the following sentences:

   a. Marco Polo's life was very different from that of his boyhood friends.
   b. The Chinese of Marco Polo's time were highly civilized.
   c. Marco Polo's story is a good beginning for an American history book.

3. Prepare a Columbus Day display for the classroom or library. Include decorated booklets of original stories and poems in honor of Columbus; mounted pictures; cartoons or drawings; models of ships or nautical instruments; pictorial maps or charts. Clever captions will help to make the exhibition popular.

4. If you had been advisor to the governments of (a) Spain, (b) France, or (c) the Netherlands, what would you have recommended in colonial policy?

5. Report on inventions and improvements in navigation which aided Columbus on his voyage across the Atlantic. Compare these with modern navigational instruments.

6. Report on why the decline of the Italian carrying trade shifted from the Mediterranean area.

7. Report on the level of civilization of the North American Indians as contrasted to the South American Indians.

8. Report on the early attempts at settling colonies in the continental United States before 1607.

9. Report on the superstitions and fears of European peoples during the period of Christopher Columbus.

10. Report on the travels and explorations of one of the following:

    a. De Soto
    b. LaSalle
    c. Tonti
    d. Champlain
    e. Cabot
    f. da Gama

Maps, Charts and Graphs

1. Draw a map of the known world answering these questions:

   a. How many medieval trade routes can be shown?
   b. If you had been a trader in the Middle Ages, which of the trade routes would you have preferred? Why?

2. Identify the Italian cities that were most important in trade with the East.

   a. What parts of the world were known to Europeans about 1500?
   b. What is the significance of the Line of Demarcation of 1494?

3. Show on a map the spheres of influence that the countries had obtained in North America.

4. Draw a map of the major groups of Indians in the United States, where they lived and their main ways of living.

5. On a map show how the major waterways in the United States played an important role as paths for the explorers.

6. Have students make a "family tree" chart of their ancestors and go back as far as they can.

Projects

1. Make a model of a typical manorial system and compare it with an Indian village of the same period.

2. Put on a skit about how Columbus probably tried to convince the Spanish Court of his beliefs.

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UNIT TWO

THE ENGLISH IN NORTH AMERICA - 1607-1763

Concepts

Primary Concept: transplanting European civilization.

The colonists who came to the New World were transplanting European civilization in a culturally primitive part of the Earth. The Indians who inhabited the North American area were only slightly advanced beyond the Stone Age. The rapid extension of an advanced civilization throughout the hemisphere is one of the great epics of human history. To this great civilizing work, which was sometimes accomplished by inexcusably inhumane methods, the English made a substantial contribution. In their effort to make the land which they had settled livable, the English colonists were themselves changed. They had to adjust an old way of life to new conditions. They would in time develop a new variety of European civilization: the American way of life.

Secondary Concepts: the Americanization of the English colonists; the development of American government; the development of sectional economies; the development of colonial society; the conflict of two cultures -- the English versus the Indians.

The conditions of colonial life tended to make the English settlers different in many respects from the Englishmen who remained at home. Life on the frontier wilderness of America tended to modify the European institutions which the settlers brought with them. This process of adjustment to a new environment might well be called the Americanization of the English colonists.

An examination of the effect of New World conditions on the political ideas and institutions which the settlers brought with them or improvised on the spot is, in effect, a study of the development of American government. The institutions that were remolded during these years would have a lasting effect on the political life of the American people.

Likewise these years witnessed the development of colonial society.

Many regional variations appeared in the English mainland colonies, but none was so important as the development of sectional economies. The economic differences between the Northern and the Southern colonies became a perpetual source of conflict after the colonies united to form one nation. It was the basis of much of the political controversy that threatened to disrupt the American union in the nineteenth century.

To refer to North America as the New World is, of course, a European point of view. There is another perspective, that of the original American -- the Indian. For the teacher or student who keeps the Indian equally in mind the founding of the English colonies is a story of the conflict of two cultures, the meeting of a materially and technologically advanced culture overriding a culture that in many places was hardly advanced beyond the Stone Age. From this point of view, the founding of the colonies is a dramatic story of man encountering himself at different stages of cultural and social development.

Content Guide

I. The Background of English Expansion.

   A. England under the Tudor monarchs: religious problems, rivalry with Spain, an expanding commercial class, the Elizabethan spirit.

   B. Motives for colonization: mercantilism, waterway to the East, vent for surplus population, national prestige and power, religious motives, land.

   C. Unsuccessful initial efforts: Gilbert's plans and Raleigh's colony.

II. Planting the English Colonies in North America.

   A. The Southern plantation colonies: Jamestown to Georgia.

   B. The Puritan colonies of New England: the variety of religious motives of Bradford, Winthrop, and Williams.

   C. The Middle-Atlantic Colonies: the Dutch, the Swedes, and the Quakers.

D. The island colonies: emphasize that the mainland settlements were not the only English colonies.

III. The Indians and the Colonists.

A. The major tribes and their level of social, economic and political development.

B. The Indian contribution to colonial success: food, tactics of warfare, fur trapping.

C. The English contribution to Indian civilization: blankets, trinkets, weapons, and liquor.

D. The record of English-Indian conflict.

IV. The Mode of Life in the Colonies: English Ways Transplanted and Transformed.

A. The structure of English society transplanted and modified: an English class structure, but highly fluid.

B. The western European family unit transplanted and emphasized: the economic importance of the frontier family -- the primary economic unit.

C. The English language transplanted and partially transformed: Indian words, French and Spanish words, Americanisms, retention of old English expressions being dropped in England.

D. Religion transplanted and decentralized: the variety of religious conditions from sectarian tyranny to broad toleration; the Great Awakening.

E. Education transplanted: The public school system in New England; the beginning of democracy in education.

V. Government in the Colonies: English Institutions Adapted and Americanized.

A. Colonial government: the joint-stock company organization, the general assembly, the council, the governor, the development of the assembly.

B. Local government: English forms adapted to American purposes, New England towns and Southern counties.

VI. The Economic Life of the Colonies: North America's Place in the Empire.

A. Agriculture: the regional variations, staple crops and food supply.

B. Labor: Free labor, indentured servants, and slaves.

C. Commerce: river and ocean shipping, trade channels for American goods, the problem of finance.

ACTIVITIES

Reports - Oral and Written

1. The study of American history is a continuation of the study of European history in a new setting. Discuss the truth or falsity of this statement.

2. Life in the colonies was characterized by democratic and undemocratic elements. Support this statement with evidence.

3. American history cannot be explained without an understanding of geography. Support this statement by referring to life in the colonies between 1607-1763.

4. Explain the principles of mercantilism and the meaning of "favorable balance of trade."

5. Describe how the British applied the principles of mercantilism by means of (a) the Navigation Acts, (b) the Molasses Act of 1733, (c) restrictions on colonial manufacturing, (d) the Proclamation of 1763, and (e) the Currency Act of 1764.

6. Give your views of the leadership qualities of (a) Captain John Smith, (b) Governor John Winthrop, (c) Roger Williams, (d) Thomas Hooker (e) Lord Baltimore, (f) Peter Stuyvesant, (g) William Penn, or (h) James Oglethorpe.

7. After an investigation of the Salem witchcraft craze, write an imaginary speech by (a) an accuser or (b) an accused.

8. Write an essay entitled "Superstition and Science in the Colonies."

9. Outline scenes for a play based on the Zenger Case.

10. In order to keep a running record of American achievements, during the colonial period, form class committees and report on (a) painting, sculpture and architecture, (b) music, (c) literature, (d) science and medicine laws, (e) education, (f) religion, (g) manners, diet and clothing, (h) recreation or occupations. Submit the material to the teacher for the colonial period.

11. Report on the effect of geography on the development of the three sections of the thirteen colonies.

12. Report on the effect that the Industrial Revolution in England had on the thirteen colonies.

Maps, Charts and Graphs

1. Prepare a free-hand map of the colonies.

   a. Identify the Southern, Middle, and New England colonies.
   b. In which colonies do we find the largest area of settlements by 1750?
   c. Identify the mountain range which had to be crossed first in the westward expansion.
   d. Locate important cities during the colonial period.
   e. Make a product map of the colonies.

Projects

1. Make a mural entitled "Life in Colonial Days."

2. Make a display of pictures or models of one or more of the following which represent life during the colonial period.

   a. Settler's cabin.
   b. Colonial architecture (Dutch, English, Southern Plantation, Cape Cod, etc.).
   c. Weaving patterns.
   d. Tools.
   e. Furniture.
   f. Fashions.
   g. etc.

3. Write themes on the following titles.

   a. Letters home (from settlers to families in England).
   b. "I Was an Indentured Servant."
   c. Headline: "Trial in Salem."
   d. "Brush with an Indian War Party."

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UNIT THREE

THE AMERICAN REVOLUTION - 1763-1783

Concepts

Primary Concept: twenty years of Anglo-American conflict.

The conflict between England and the colonies was more than a decade old when the first battle of the Revolutionary War was fought in 1775. In that year the dispute entered a military phase, but the dispute was already there. Treating the revolution as one episode during twenty years of Anglo-American Conflict accentuates the conflicting and apparently irreconcilable interests which caused the break between England and the thirteen colonies. The conflict of interest and the resistance of the colonists to Parliamentary legislation was intensified after the end of the French and Indian War. The following twenty years stand as a unit.

Secondary Concepts: the new imperial policy; the defense of colonial liberties; the growth of American nationalism.

At the end of the French and Indian War the English government (the King and his advisors and Parliament) decided to implement a new imperial policy for the more efficient administration of its vastly expanded empire. Central to the new policy was a proposal to defray the cost of imperial defense by making the colonies bear part of the financial burden. The laws which Parliament passed during the next few years conflicted sharply with basic colonial interests. However tyrannical these acts appeared to the colonists, they were designed for the sake of improving the administration of the British Empire. To most Englishmen they appeared quite reasonable.

The new acts of Parliament, which included the Proclamation Act of 1763, the Sugar Act and Currency Act of 1764, the Stamp Act of 1765, the Townshend Duties Act of 1767 and the Tea Act of 1773, either curtailed

certain activities which the colonists had come to regard as necessary, reasonable, and proper or infringed upon customs which they regarded as inviolable. Of greatest importance to them, the Stamp Act and the Townshend Duties Act threatened their customary right to tax themselves through their colonial assemblies. In resisting these measures, the Americans rose to the defense of colonial liberties, that is, rights and privileges which they had customarily exercised. They regarded these customary rights and privileges as essential for the protection of life and property.

John Adams once said that the real American revolution was the change that occurred in the minds and hearts of the people during these crucial decades. Colonials from Georgia to New England learned to think of themselves as one people as they joined in common resistance to the new imperial policy. Their resistance greatly accelerated the growth of American nationalism. The rise of nationalist sentiment, in turn, prompted the Americans to more determined resistance.

Content Guide

I. The Old Colonial System.

   A. Mercantilism: the economic rationale.

   B. The economic empire: mother country (manufacturing and finance), the West Indian colonies (sugar and molasses), India and the Far Eastern colonies (tea and spices), the Southern colonies of North America (tobacco, indigo, rice, lumber), the middle North American colonies (grain and meat), and the New England colonies of North America (fish, rum and ships).

   C. Parliamentary Policy: the Navigation Acts and salutary neglect.

   D. Conflict between King and Parliament.

II. The Wars for Empire.

   A. King William's War, 1689-1697.

   B. Queen Anne's War, 1701-1713.

C. King George's War, 1744-1748.

D. The French and Indian War, 1754-1763.

III. The New Imperial Policy.

A. Imperial government: King, Privy Council, Secretary of State for the Southern Department, Parliament, Board of Trade, Customs Service, Vice-Admiralty Courts.

B. The Rule of George III.

C. The problems of empire: administration, defense, finance.

D. The new direction of policy: efficient administration, enforcing the Navigation Acts and defraying the cost of defense.

E. Initiating the new policy: the Proclamation Act of 1763, the Sugar and Currency Acts of 1764, the Stamp Act of 1765.

IV. The Defense of Colonial Liberties.

A. The Stamp Act Crisis: resistance and repeal.

B. The Townshend Duty Acts: the threat renewed and countered.

C. The Tea Act of 1773: a symbol and an economic threat.

D. The Coercive Acts of 1774, the Quebec Act and the colonial reaction: the first Continental Congress, preparations for War.

E. The fighting begins: Lexington and Concord.

V. Toward Independence.

A. The Second Continental Congress: a Continental Army, Continental dollars, and George Washington as Commander in Chief, mission to France.

B. The Olive Branch Petition: a final attempt at peaceful negotiation.

C. Thomas Paine's Common Sense: the agitation for independence.

D. The Declaration of Independence: the document and the philosophy.

VI. The War for Independence.

A. Comparison of the contestants: manpower, ships, weapons, pay, leadership.

B. Financing the conflict: foreign and domestic loans, requisitions on the states, Continental dollars.

C. Foreign assistance: Foreign aid (in men, money and material) and the French alliance.

D. Military movements: from Bunker Hill to Yorktown.

E. The Treaty of Paris: independence, boundaries, fisheries, loyalists, and debts.

ACTIVITIES

Reports - Oral and Written

1. Urge the students to determine how each of the following navigation acts affected the American colonies:

   a. Navigation Act - 1651.
   b. First Navigation Act - 1660.
   c. Second Navigation Act - 1663.
   d. Third Navigation Act - 1672.
   e. Navigation Act - 1696.
   f. Molasses Act - 1733.

2. Have a student interested in Louisiana history find interesting material on the results of Queen Anne's War with emphasis on Nova Scotia. Follow up on the Acadians being expelled during the French and Indian War.

3. If the transparency listed under "Maps, etc." is not available, student reports on the same topics are very effective.

4. From the class discussion, each student should develop an outline of the French and Indian War. This outline should identify the important individuals, events and results of the war. (Spain's participation should not be overlooked.)

5. Capable students (speech students, if possible) read to the class the first-hand accounts of the following events from The Times That Tried Men's Souls:

   a. "The Boston Massacre"
   b. "The Boston Tea Party"
   c. "Paul Revere's Ride"
   d. "The Battle of Lexington"
   e. "The Battle of Concord"

6. Have students pick out the interesting quotations in this unit; those included should be:

   a. 1775 Lexington -- Captain John Parker
      "Stand your ground. Don't fire unless fired upon. But if they mean to have a war, let it begin here."
   b. 1775 Concord -- Emerson
      "And fired the shot heard round the world."
   c. 1775 Bunker Hill -- Putnam or Prescott
      "Don't fire until you see the whites of their eyes."
   d. 1775 Virginia Convention -- Patrick Henry
      "Give me liberty or give me death."
   e. 1776 New York -- Nathan Hale
      "I only regret that I have but one life to lose for my country."

f. 1779 Atlantic Ocean -- John Paul Jones
"I have not yet begun to fight."

g. 1799 Said of George Washington -- Henry Lee
"To the memory of the man, first in war, first in peace, and first in the hearts of his countrymen."

7. Justify Samuel Morison's statement concerning the Second Continental Congress -- "No more distinguished group of men ever assembled in this country."

8. Write a brief biography on one revolutionary leader (political). See if his background and occupation explain his influence in the colonies.

9. Student debate on the topic: Were the American colonies justified in declaring independence?

10. Oral reading by a student -- excerpts from Thomas Paine's "Common Sense" in The Times that Tried Men's Souls.

11. A reading of the Declaration of Independence after a discussion of what students felt would be included in such a document. The class should include the colonists' reasoning behind the separation from England. Two principles should be emphasized -- the Declaration gives the theory that the just power of government comes from the consent of the governed; that there were several sources for the Declaration used by Jefferson as he wrote the great document.

12. Copies of the Declaration of Independence should be distributed in the room for students to notice the manner in which the document is written and the signatures, i.e., John Hancock.

13. Read "Jefferson Writes the Declaration of Independence" from The Heritage of America.

14. Prepare reports given to the English Parliament on the British manpower, ships, weapons, pay and leadership in action in America. Have other reports prepared to be given in the Continental Congress on the colonists, manpower, ships, weapons, pay and leadership in action opposing the British.

15. A special report on "Money for the War" can be utilized to give a personal interest in men who gave assistance (financial) to aid the war effort, i.e., Solomon, Manigault, Robert Morris.

16. Character studies of significant foreign individuals. Who were these foreign military leaders, what attracted them to the American Revolution? What did they contribute, etc?

17. Prepare an "eye-witness" radio description of the Battle of Bunker Hill as one of the enormous group who stood on the rooftops in Boston and watched the conflict.

18. Use the Dictionary of American Biography to evaluate the careers of George Washington, Lafayette, etc. A student report on "Washington as a Military Leader" may be used as an introduction to a discussion of the waging and winning of the war.

19. Have various interpretations of competent scholars presented by students, even conflicting views emphasizing that the student should listen with an open mind to those who hold a point of view different from his own.

20. From the Oxford History of the American People use the close of the war and the return of George Washington to Martha and the grandchildren as a contrast to the fear of risk that after Yorktown the Americans would find themselves under the dictatorship of George Washington. The fact that a crown had been offered Washington is most startling to most high school students.

21. This unit lends itself to a book report assignment -- the fiction and biography section in any library should be adequate for such an assignment.

Map Work, Charts, Graphs, etc.

1. Have the chairman of a committee of six members prepare a chart that will convey the meaning of mercantilism to the class. Mercantilism is a term which allows a variety of graphic presentations. Let each committee member take one of the regions of the economic empire (listed in the teaching outline) and tell how it contributed to the total British economic system. Each member should add to the chart one or more symbols to indicate the product or products contributed by his/her region.

2. Time chart on butcher paper to be placed in front of the room. Follow through from 1763 to 1783. Students seem to respond to this approach.

3. Place a wall map of the world in the eighteenth century for all to see.

4. While discussing the events of the pre-revolutionary war period, have the students look at a map in their textbooks and mentally trace the voyages of Champlain, Marquette and Joliet and LaSalle.

5. On a chart compare "New France" and the "British Colonies" in the following ways:

   a. Population.
   b. Type of settlement.
   c. Relation with the Indians.
   d. Military strength.

6. Using maps of North America, have the students answer the following questions:

   a. What are the important geographic features of North America?
   b. Where did the early settlements develop?

c. Discuss the chart ("New France" and the "British Colonies").
d. Answer the following question: If you wanted to gain control over the continent in the eighteenth century, where would you have erected forts?

After putting on the right overlay for the French and Indian War have a class discussion on the important events of the French and Indian War.

7. Student ditto maps:

   a. Ohio Valley and Great Lakes region -- to locate the strategic points in the French and Indian War.

   b. Map which shows the territorial changes resulting from the Treaty of Paris in 1763.

   c. Map showing Boston, Lexington and Concord.

   d. Map of the East coast to point out important information connected with the War for Independence.

8. Make a chart listing the legislation of the New Imperial Policy, the dates, provisions of each act and the form of opposition expressed by the colonies.

Projects

1. Compile a list of vocabulary words which help you to understand this unit. Be sure to include such terms as mercantilism, import, export, duty or tariff and favorable balance of trade. Define each term.

2. Tests prepared by the students -- to be used as a guide for understanding. These tests should cover the entire Revolutionary period.

3. Have class members write letters home from each of the various battles describing the events in detail such as the battle of Monmouth or Yorktown. Encourage the students to include a small map in their descriptions to their imaginary families. Have some letters written by the English to their families at home describing the patriotism and fervor among the colonists and of their interpretation of the various battles. Have one letter written by the hired Hessian who was celebrating on the night of the famous crossing of the Delaware, telling his German family of the surprise on that cold, icy night.

4. Bulletin Boards:

   a. To illustrate the uniforms worn and the weapons used in the Revolutionary War.

   b. To show causes of the American Revolution.

   c. To identify personalities of the Revolutionary period.

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UNIT FOUR

ESTABLISHING THE NEW REPUBLIC - 1781-1815

Concepts

Primary Concept: establishing the American Republic.

Much of the energy of public leaders during the first twenty-five years of the nation's existence was directed toward establishing the American Republic. Internally this meant securing political stability as quickly as possible by establishing an effective, republican form of government. Internationally it meant establishing the republic in the eyes of the world as a sovereign nation with rights and prerogatives that must be respected. Winning independence from England did not by itself secure either of these.

Secondary Concepts: Federalism; experimenting with republican forms of government; a continuing debate over the power and limits of the central government vis-a-vis the states; developing a policy of neutrality; protecting the rights of Americans and the national honor.

The American people achieved internal political stability through a process of experimenting with republican forms of government. They discovered that change is an element of stability. The state constitutions which were adopted during the revolution underwent a continuous process of amendment and revision. So, also, did the federal government. The first constitution, called the Articles of Confederation, was replaced after eight years. It was replaced partly because it was too difficult to amend. In their present condition, the Articles had been judged by many influential Americans to be dangerously weak and inadequate. They put in its place the present Constitution, a stronger form of government that satisfied a larger number of people. From the beginning, Americans had a highly pragmatic attitude toward government. Their government tended to be what those Americans with political and economic power chose to make it.

The kind of government that would in fact exist under the Constitution depended upon how Americans chose to interpret the document. From the beginning, there was a difference of opinion about the powers granted by the Constitution, and thus a continuing debate over the powers and limits of the central government. This division of opinion was reflected in the political split between Alexander Hamilton and Thomas Jefferson. It led to the founding of the first national political parties in the 1790's. The form of government, therefore, was still being "made", was still evolving, after the ratification of the Constitution. However, by 1800 the general direction of its evolution was fixed: it would be a government broadly representative of all the interests in society, not just of the wealthy, privileged few. Such was the determination of Thomas Jefferson and the party which elected him to the presidency.

No small part of the energies of the first American presidents was spent in developing a policy of neutrality. President Washington defined our position in the world and fixed the direction of our foreign policy in his Proclamation of Neutrality of 1793 and in his famous Farewell Address. Presidents Adams, Jefferson and Madison developed the policy by searching for new ways to implement it. Each president, however, faced the dilemma of trying to remain neutral while also trying to protect the rights of Americans and the national honor. The failure of the Madison administration to resolve this problem peacefully sent the nation into war in 1812. This was the decisive test of American independence.

By 1815 the new American republic was established internally and internationally. The republican form of government provided for by the Constitution had proven its effectiveness in maintaining and advancing basic national interests. Under it the new nation had added territory, fought a war to

protect our rights as a neutral country, and had re-established the peace.

The new nation was made up of thirteen almost completely independent states. Differing climates, economic systems and pasts separated them. On the other hand they were bound together by common language, common religion, common enemies and necessity. Therefore, only a federal government, dividing powers between states and nation, could hope to succeed. The great problem, then and for generations to come, was the distribution of these powers.

Content Guide

I. Experimenting with Self-Government.

   A. State Constitutions: property qualifications on suffrage and office-holding, powers of the legislatures and governors.

   B. The Articles of Confederation: location of sovereignty, powers and weaknesses, and provisions for amendment.

II. The Confederation Period:

   A. Economic conditions: postwar depression and recovery.

   B. Financial problems.

   C. The problem of the Western lands: the Land Ordinance of 1785.

   D. Government of Western territories: the Northwest Ordinance of 1787.

   E. Foreign Relations and National Security.

   F. Indian Relations.

   G. Summary: achievements and inadequacies.

III. Elaborate Contents of the Constitution of 1787.

   A. Shay's Rebellion and mounting dissatisfaction.

   B. Calling the constitutional convention.

   C. The Constitutional Convention.

   D. The Constitution: location of sovereignty, powers, provisions for amendment and ratification.

E. The contest for ratification: Federalist and Anti-Federalists, The Federalist Papers, promised bill of rights.

IV. Launching the New Government.

A. Filling in the constitutional framework: initial acts of Congress and president.

B. Alexander Hamilton's financial program: national necessity or class legislation?

C. The beginning of political parties: dispute over policies and nature of the federal government.

D. Shaping a foreign policy: non-involvement and neutrality.

E. The Administration of John Adams: party conflict and international tension.

F. The election of 1800: the Jeffersonian "revolution".

G. Louisiana Purchase: Disregard of strict construction.

H. The domestic policies of Thomas Jefferson.

V. Protecting the Rights of Americans and the National Honor.

A. The mounting crisis in foreign relations; Neutral rights and impressment.

B. The policy of the Jefferson administration: the Embargo Act.

C. Moving toward war: President Madison and the War Hawks.

D. The War of 1812: failure in Canada, success in the South.

E. Federalist opposition: The Hartford Convention.

F. The Treaty of Ghent: nothing gained save honor.

G. Results of the war.

ACTIVITIES

Reports - Oral and Written

1. Report on the comparison of our system of creating territories and adding states with the colonial systems of other nations. Defend our method or methods of organization and governing new territories.

2. Have the class represent members of the Constitutional Convention and make speeches defending the Compromises of the Constitution.

3. Report on how the Bill of Rights came to be added to the Constitution.

4. Write a sketch on James Madison as the "Father of the Constitution."

5. Write an article telling the history of Washington, D. C.

6. Have the class represent members of a state ratifying convention and present views of different interests.

7. Have the class present a mock session of Washington's Cabinet discussing the advisability of the Creation of a National Bank.

8. Illustrate our conduct of foreign affairs under the Articles of Confederation indicating difficulties with England, France and Spain.

9. Defend Hamilton's excise tax on whiskey. Compare the power of the Central government during Shay's Rebellion with that of the Whiskey Rebellion.

10. Write a newspaper editorial criticizing the Alien and Sedition Acts.

11. Write a newspaper editorial criticizing the Virginia and Kentucky Resolutions.

12. Write a radio editorial defending the Louisiana Purchase against the attacks of Federalist newspapers.

13. Report on the origin and findings of the Lewis and Clark Expedition.

14. Write a radio script dramatizing the famous duel between Hamilton and Burr.

15. Support the following statement - "Diplomacy rather than war was the United States' trump card before 1812."

16. Exchange letters with a friend in England. Explain the American point of view concerning England's interference with the rights of neutrals. Reply from England showing the English attitude on this issue.

17. Hold a news conference to explain the administration's views on the embargo.

18. Reasons for failure of:

    a. Mount Vernon Meeting.
    b. Annapolis Convention of 1786.
    c. Luther Martin's views.

19. Debates:

    a. Debate: Control of education - a delegated power of Congress or a right reserved to the states.
    b. Presidential election - popular or electoral vote.

20. Write a commentary on Washington's inauguration such as a newspaper correspondent might write today.

21. Evaluate and investigate (a) the work of Parson Weems and Mason L. Weems, (b) relationship between John Adams and Thomas Jefferson from the time of their retirement from public office to the day they both died July 4, 1826, (c) role of Daniel Boone in settlement of Kentucky.

22. Debate: Resolved that the contributions of the Federalists far outweighed their shortcomings.

23. Investigate and report on (a) motives of Britain and the United States in signing the Rush-Bagot Treaty, (b) Canada's fears at the time concerning it.

Maps, Graphs and Charts

1. Make a chart for the bulletin board.

Column I	Column II	Column III
Problems faced by the Constitutional Convention	Attitudes of Different Groups on each of these problems	How the Problems were Compromised

2. On an outline map of the United States show:

    a. Louisiana Purchase boundaries.
    b. States carved from the purchase.
    c. Mountains, waterways in and bordering on it.
    d. The Lewis and Clark expedition route.
    e. Zebulon Pike's expedition.

3. On an outline map of the United States locate:

    a. Route of the Cumberland Road.
    b. Areas affected by the Rush-Bagot Treaty.
    c. The Oregon country.
    d. East and West Florida.

4. Draw a cartoon strip in which a panel illustrates the theme of each of the Supreme Court decisions mentioned in this unit.

5. Make a diagram comparing Washington's Cabinet with the Cabinet of the President today. Give names and official duties.

Projects

1. Draw cartoons illustrating:

   a. Shay's Rebellion.
   b. Charges and counter charges hurled by Britain and the United States.
   c. Boundary or tariff dispute between two states under Articles of Confederation.
   d. An argument at the Constitutional Convention.

2. In committee, work out a mock constitutional convention of 1787 for presentation at an assembly program.

3. For a bulletin board exhibit entitled "The Constitution in Action," obtain newspaper clippings that illustrate any actions of the President, the Congress, the Federal Courts or any other Federal Agencies in their official capacity.

4. Make a series of newspaper headlines on, "Highlights of the War of 1812."

5. In committee, prepare an illustrated chart for the bulletin board of the major causes and consequences of the "War of 1812."

6. Draw sketches for a mural illustrating: The new government with its new constitution surviving serious testing in the Federal Era.

7. Draw a cartoon illustrating emotions aroused (a) as result of the excise tax on whiskey, (b) by the demand for a bribe in X Y Z Affair, (c) by the trial of an editor under the Sedition Act or, (d) as Washington tried to keep peace between Hamilton and Jefferson at a cabinet meeting.

8. Look up and list some of the major events taking place elsewhere in the world at the time Jefferson was elected in 1800.

9. Make place cards for display around the room of any three important statements from Jefferson.

10. Using cartoons illustrate the weaknesses of the Articles of Confederation.

11. Cartoons illustrating the bitter attacks made by the Federalists and Anti-Federalists against each other.

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UNIT FIVE

THE EMERGENCE OF A NATIONAL CHARACTER - 1815-1840

Concepts

Primary Concept: the emergence of a national character.

Few periods of American history are characterized by so many national developments of major importance as the interval 1815-1840. It witnessed a mass migration of Americans into the West and saw the rise of the West as a major economic and political section. It marked the development of equalitarian democracy in the United States, which had important roots in the democratic atmosphere of the new Western states. It was a period of heightened nationalism, although it also contained the seeds of bitter sectional conflict. It was during these years that the United States achieved its economic independence from Europe and England with the growth of diversification of manufacturing. The era was also characterized by waves of reform movements and by dozens of idealistic schemes for perfecting men and society.

The diversity of national undertakings by which the student of history can distinguish this period served at the time to delineate the American national character. Visitors and observers from England and Europe defined the American character during these years and they defined it in terms of what Americans were doing. Americans, they said, were restless and expansionist; constantly on the move and moving especially into the West. Americans were democratic, nationalistic, materialistic and success-motivated, yet also idealistic and optimistic. Like the visitors from abroad, the student of the present may observe the emergence of a national character and describe it in terms of the things Americans of this generation were doing. This was the first generation born as American citizens rather than as British subjects.

The characteristics which they would demonstrate would remain the dominant characteristics of the American people for several generations to come.

Secondary Concepts: the American as a restless mover; the American as democrat; the American as materialist; the American as nationalist; the American as idealist.

Content Guide

I. The Heightening of American Nationalism.

A. A new kind of patriotism: the War of 1812 and after.

B. Political nationalism: national economic legislation -- tariffs, the bank, and internal improvements.

C. Nationalism of the Supreme Court: judicial review, implied powers and national superiority.

D. Nationalism and American Foreign Policy: new territory and the Monroe Doctrine.

E. The test of nationalism: the Nullification Crisis of 1833.

II. The Rise of the New West.

A. The solution of the Indian problem: Harrison and Jackson.

B. New land laws: smaller minimum purchases at lower cost.

C. How people went west: Indian trails and the river systems.

D. The areas of new settlement: Northwest and Southwest.

E. Society and culture in the West: The democratic flavor.

F. Missouri seeks admission: first clash over slavery.

III. The Emergence of Jacksonian Democracy.

A. Democratic political influence of the West: the new state Constitutions.

B. The democratic action of national politics: end of the Caucus system and changing methods of nomination.

C. The election of Andrew Jackson: hero of the common man.

D. Jackson vs. the Bank: attack against the money power.

E. The emergence of the Democratic Party.

F. Nationalism in Crisis: The Nullification Crisis of 1833.

IV. The Growth of the American Economy.

A. Inventions and technological advances: new machines and new processes.

B. Expansion of manufacturing.

C. The transportation revolution: from roads to canals to railroads.

D. The beginning of labor organizations.

V. The Impulse for Reform.

A. Reforming the soul: revivalism and new religious sects.

B. Humanitarian reform: Temperance, better prisons and care for the insane.

C. Social reform: utopian experiments, international peace movement.

D. Abolitionism: A product of revivalism and the reform impulse.

ACTIVITIES

Reports - Oral and Written

1. Prepare and present a list of specific periods in American history, such as the Era of Good Feeling, the Jacksonian Era, etc., and characterize each.

2. A panel to report on the Monroe Doctrine as to (1) Should we have done it ? (2) Did we overstep our rights? (3) Is it still valid today?

3. Reports on the following:

   a. Third parties
   b. Rachel's marriage to Andrew Jackson
   c. The death of William H. Harrison
   d. Underground railroad
   e. Plantation homes
   f. Working conditions
   g. The Peggy Eaton Affair
   h. Jackson's duels
   i. Henry Clay
   j. John C. Calhoun
   k. Daniel Webster
   l. Describe the Hermitage
   m. Nominating conventions

4. Write an imaginary report from the Chamber of Commerce trying to attract persons to settle in, (a) New York, (b) Boston, (c) Charleston, (d) Philadelphia, (e) New Orleans.

5. Debate: Unions versus non-union workers in Jackson's time.

6. Write an epitaph for any one of the men who died in the defense of the Alamo - or for the entire group.

7. Find and report on the opinions of at least two historians concerning Jackson's charge that there was a "corrupt bargain."

Maps, Charts and Graphs

1. Have students prepare a land acquisition map including the original 13 states, Louisiana, and Florida.

2. Make a graph of the major depression to get an idea of the size of the Depression of 1819.

3. Chart the political parties when they held office. There is a lot of switching in this period.

4. Make a map with the important roads, canals, and early railroads.

5. Make a list of the desirable characteristics for a President. Check the Presidents of this period to see how they compare with your list.

6. In committee: prepare a chart for the bulletin board showing the Tripolitan War.

7. Make scenes showing relations between Canada and America immediately after the War of 1812.

8. In committee: select for posters for the bulletin board significant quotations from authors of the Jacksonian Period.

9. Make a series of posters such as women might have used in a parade in Jacksonian time.

10. Draw a cartoon showing the farm methods of this period -- from beginning to McCormick reapers.

11. Write a speech such as you think would have been delivered at the opening of the Erie Canal.

12. Draw a chart showing an escape by the underground railway.

Projects

1. Draw some official looking copies of the Monroe Doctrine.

2. Have some students prepare some "firsts" in American history up to this period. For example: the first President to die in office, the first third party, etc.

3. Drawings: offer students pictures to draw line ships, Presidents, plantation homes, etc.

4. Prepare a crossword puzzle.

5. Bulletin boards on: Monroe Doctrine, Andrew Jackson - his nicknames, his home, etc., the change in political parties, and inventions.

6. Prepare a round review board with numbers on the outer rim. Then make a spinner arrow and use a large headed nail for the axis. Use two sets of questions with the same numbers as are on the circle board. Let the students spin their own review questions.

7. A time line can be constructed in this area.

8. Do some sets of arranging. List 4 major events in the period of study, but not in order. Let the students rewrite them in their order. You may have several sets, and students may prepare these sets also.

9. Have students prepare a display of the tariffs to show the size of the Tariff of 1828.

10. Sketch for the bulletin board some scenes for a mural on highlights of the slavery question.

11. Make posters of famous quotations from this period: "The Union; it must and shall be preserved."

12. Draw cartoons for the bulletin board on (a) Women's rights, (b) the temperance movement, (c) the mentally ill, (d) the blind, (e) the deaf and dumb.

13. Prepare a chart summing up the aims and accomplishments in this period of the great humanitarian Americans. Cite sources.

14. Prepare a mural in education from the beginning to 1850 in this country.

15. Prepare a chart showing the provisions of the Monroe Doctrine, its purposes, the time it was used.

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UNIT SIX

SECTIONAL CONFLICT - 1840-1861

Concepts

Primary Concept: the heightening of sectional conflict.

Friction between various sections of the United States has been a constant factor in its history. In the early national period, when settlement was still largely confined to the Atlantic seaboard, the major geographical and economic sections were New England, the Middle-Atlantic states and the South. They alternately fell into disagreement and formed alliances to protect their political and economic interests. By the Jacksonian era, the movement of settlers into the Ohio and Mississippi Valleys had created a new section, the Northwest. At the same time the growth of manufacturing in the area from Pennsylvania to Massachusetts was binding the old Middle-Atlantic and New England sections into one economic region, the Northeast. So, too, was the South expanding, as planters moved into the new lands of Alabama, Mississippi and Louisiana. During the period 1840-1861 the heightening of sectional conflict was probably the single most important national development. Certainly in the eyes of contemporaries it came to overshadow all other public concerns. It grew in intensity until it disrupted the American union.

Secondary Concepts: conflict over economic legislation; moral and ideological conflict over slavery; conflict over the status of Western territories.

The very different courses of economic development followed by the Northeast and the South led to recurrent conflict over economic legislation. The high tariffs and internal improvements which would benefit the manufacturers of the Northeast would mean higher prices and higher taxes for the planters of the South. The low tariffs and increased state banking activity desired

by the South jeopardized the economic interests of the North. This conflict was at the basis of such dramatic episodes as the nullification crisis.

Relations between the North, especially the Northeast, and the South were embittered by the moral and ideological conflict over slavery. Although the abolitionists were never a majority and were sometimes treated severely in the North, the South regarded them as a dangerous threat to life and property and tended to hold the North as a section responsible for their activities.

The Missouri crisis of 1820 was only the first episode in the disruptive conflict over the status of Western territories. This conflict tended to align the Northwest and the South against each other despite their similar, agrarian economic interests. The small, independent farmers of the Northwest feared competition with slave labor in the new territories. They hoped to reserve the Western lands for themselves. The South insisted upon equal access to the territories partly through principle and partly through fear of losing parity in the Senate should the new territories come in as free-soil states.

Content Guide

I. The Northeast as a Section.

   A. The increase in wealth: the result of expanding industries.

   B. The growth of population: rising tide of immigration.

   C. The labor system: wages and working conditions.

   D. The political program of the Northeast: tariffs, internal improvement and a national bank.

   E. The political spokesman for the section: Daniel Webster.

II. The South as a Section.

   A. The rise of staple crops: cotton, tobacco, sugar.

B. The expansion of the Cotton Kingdom: the settlement of Alabama, Arkansas, Mississippi, Louisiana and Texas.

C. The plantation system: the basic economic and social institution.

D. The slave system.

E. The political program of the South: low tariffs, territorial expansion and the protection of slavery.

F. The political spokesmen for the section: John C. Calhoun and Jefferson Davis.

III. The Northwest as a Section.

A. The expansion of the Northwest: small farms and independent farmers.

B. The rise of commercial agriculture: corn, wheat and hogs.

C. The basis of agrarian society: the farm family.

D. The political program of the Northwest: internal improvements, territorial expansion, cheap land and free soil.

E. Developing ties between the Northeast and Northwest.

F. The political spokesmen of the Northwest: Stephen A. Douglas and Abraham Lincoln.

IV. The Background of Conflict.

A. The South in opposition: the tariff acts of 1828 and 1832.

B. The crisis over the tariff: the nullification movement and the compromise of 1833.

C. The rise of abolitionism: the focus shifts to slavery.

D. Nat Turner's insurrection: the South blames the abolitionists.

E. The Pro-slavery argument.

F. The Texas Revolution.

G. Slavery in politics: The Free Soil party.

V. The Heightening of Sectional Conflict.

A. The Texas question: the Northeast in opposition.

B. Territorial expansion: Texas and Oregon.

C. The War with Mexico: new annexations.

D. The question of slavery in the territories: The Wilmot Proviso.

E. Statehood for California: heading toward the crisis.

VI. The Crisis of Sectionalism.

A. The Crisis of 1850.

B. The political solution: the Compromise of 1850.

C. The decline of the Whig Party: The Know-Nothings.

D. Undoing the compromise: Personal Liberty laws and the Kansas-Nebraska Act.

E. The rise of the Republican Party: the elections of 1854 and 1856.

F. Bleeding Kansas: the violent clash of ideologies in Kansas and in Congress.

VII. Heading Toward Disunion.

A. Uncle Tom's Cabin: the shift in Northern opinion.

B. The decision of the Supreme Court: the Dred Scott Case

C. The Lincoln-Douglas Debates: the Freeport Doctrine.

D. The Lecompton Constitution: Douglas and Buchanan.

E. John Brown's Raids.

F. Conventions of 1860.

G. The election of 1860.

VIII. Disruption of the Union.

A. The lower South withdraws: the secession movement.

B. President Buchanan and the South: the policy of masterful inactivity.

C. Attempt at compromise: the Crittenden Committee.

D. President Lincoln and the South: the show-down at Fort Sumter.

E. The bombardment of Fort Sumter: the war begins.

F. Secession of the upper South.

ACTIVITIES

Reports - Oral and Written

1. A committee report on the beliefs, customs and leaders of the Mormon Church.

2. Debate: "Should the Mexican War have been fought?"

3. Report on the history of slavery.

4. Report on the extension of the suffrage to women throughout the world.

5. Report on the types of communications developed during this period and their effects upon people and nations.

6. A panel discussion on the causes of the conflicts between the different sections of the country.

7. Report on the growth of the "Cotton Kingdom."

8. Panel discussion on comparisons of Clay, Webster and Calhoun.

9. Report on famous trails traveled by settlers going west.

10. Report on the modes of transportation developed during this period and their effects upon people and the nation.

11. Panel discussion on comparison of views on democracy between Jefferson and Jackson.

12. Report on the history and growth of anti-slavery movements and organizations.

13. Panel discussion on merits of a strict or broad interpretation of the Constitution.

14. Debate: "Slavery should be abolished in the United States." One team represents Southern planters, another represents Northern abolitionists in 1860.

15. Report on effects of the book Uncle Tom's Cabin upon the North and South.

16. Report on the following:

    a. Banking in the United States.
    b. Whaling industry.
    c. Nullification.
    d. Forty-Niners.
    e. Slave uprisings in the South.

17. Report on Plantation life in the South as compared with a typical city in the North.

18. Report on the rise of third parties during this era: Free Soil Party, Whig Party, Know-Nothing Party.

19. Report on the founding and development of the Republican Party.

20. Report on the effect of the Dred Scott Decision.

21. Report on "Bleeding Kansas."

22. Investigate and report on the Morse Code.

23. Select three of the most important highlights in the life of:

    a. Father Junipero Serra.
    b. John Jacob Astor.
    c. Stephen F. Austin.
    d. Sam Houston.

    Explain your choices and cite your sources.

Maps, Charts and Graphs

1. Make a time line from 1840 to 1861 showing the major political events leading up to the firing on Ft. Sumter, concerning the westward movement of our country and issues involving slavery.

2. Make a chart showing the types and numbers of immigrants that entered the country during this period.

3. Make a graph showing the amount of production of cotton, wheat and corn during these years.

4. Draw on a map the various trails used by the pioneers moving westward.

5. Draw on a map and label the areas added to the United States during this period.

6. On a chart, compare the Constitutions of the United States and the Confederate States.

7. On a graph, compare the relative strengths of the United States and Mexico.

8. Make a graph showing the rise of population in the United States.

9. Show on a map, the United States according to the Missouri Compromise, and on another the change brought about by the Compromise of 1850.

10. On an outline map of the United States locate:

    a. The Erie Canal.
    b. Pennsylvania Canal.
    c. Major inland waterways of the East.
    d. Route of Baltimore and Ohio Railroad.

11. On an outline map indicate:

    a. The shifting frontiers of the United States - 1783-1860.
    b. Favorite routes west.
    c. Territorial acquisitions through 1853; show rivers, mountains, deserts, etc.

12. Divide the United States into sections, accompany each Sectional map with a full explanation of economic, social, political and religious background.

Projects

1. Biographical booklets on famous people during the period.

2. Booklets on different Indian tribes during the period.

3. Make a model of the Erie Canal, its operation and use.

4. Make a replica of the Alamo.

5. Make replicas of typical Indian Villages of several different tribes.

6. Make a model of a steamboat.

7. Make a replica of a Southern Plantation.

8. Dramatize a portion of the Lincoln-Douglas Debates giving main views of both men.

9. Make a replica of Ft. Sumter.

10. Bulletin Board:

    a. Sketch some scenes from a mural showing the highlights of the slavery controversy.

    b. Chart showing causes of the Civil War under heading as political, social and economic.

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UNIT SEVEN

CIVIL WAR AND REUNION - 1861-1876

Concepts

Primary Concept: deciding the future of the American union.

The war of 1861 - 1865 has been given various names: the Civil War, the War Between the States and the War for Southern Independence, among others. By whatever name, the war decided the future of the American union. The talk of separation that was heard in various parts of the country during every domestic crisis would never be heard again. That bloody ordeal determined for all time that the union of the United States is inviolable and that the American people are one people.

Secondary Concepts: the Southern point of view -- a new nation; the Northern point of view -- the union as it was; a modern point of view -- the union transformed.

The leaders and the people of the Southern states had reached a decision by 1861 that the forming of a new nation of Southern states was a more acceptable and safer alternative than staying in the union as a minority section. The decision was based upon a calculation of Southern economic interests, a fear of the destruction of the institution of slavery and an intensified Southern sectional sentiment that might well be called Southern nationalism. Southerners went to war to establish the Confederate States of America as a second American union. They adopted a new constitution which, in their opinion, expressed the original principles of the United States Constitution.

President Lincoln and the vast majority of people outside the slave states wished to preserve the union as it was. They maintained that the union of states created by the Articles of Confederation and the Constitution was inviolable and that the rights of the states did not include the right to withdraw. The Northern states went to war to maintain the federal union as it was.

After the war came the reconstruction of the disrupted union. The war and the legislation enacted and constitutional amendments adopted during those difficult years did more than reconstruct the union: they left the union transformed. The delicate balance between state and federal sovereignty which the war had upset was restored with federal sovereignty heavily weighted. Citizenship was redefined by the Fourteenth Amendment as a basis laid for exercising new kinds of federal authority in the future. The central government became more national.

Content Guide

I. Relative Advantages of the Opposing Forces.

A. Economic and industrial power: Federal superiority.

B. Population: the Confederacy outnumbered.

C. Political leadership: Abraham Lincoln versus Jefferson Davis.

D. Military leadership: the Confederacy's greatest advantage.

E. Strategic positions: Federal control of the sea; the Confederacy's.

II. The War on the Home Fronts.

A. Methods of recruiting men: volunteers and conscripts.

B. Mobilizing economic resources: wartime advantages of industrial economy.

C. Financing the war: loans, taxes and paper money.

D. Wartime politics: the political problems of Davis and Lincoln.

III. The War Begins.

A. The first modern war.

B. Strategy of the Federal Government: to blockade the Confederate coastline, seize the Mississippi River and capture Richmond.

C. Strategy of the Confederacy: a largely defensive war to protect

the Confederacy until the North was discouraged.

D. The first battle: Confederate victory of Manassas Junction or Bull Run.

E. The war at sea: establishing the blockade.

IV. The War in the West.

A. Fort Henry and Fort Donelson: the emergence of U.S. Grant.

B. Union forces combine in Tennessee: the Battle of Shiloh.

C. Seizing the lower Mississippi: Admiral Farragut at New Orleans and Baton Rouge.

D. Seizing the upper Mississippi: Island No. 10.

E. The fall of Port Hudson and Vicksburg: turning point in the West.

F. Chattanooga to Atlanta: defeat in the West.

G. Sherman's march to the sea.

V. The War in the East.

A. The Peninsular campaign: McClellan moves on Richmond.

B. The Antietam Campaign: the Emancipation Proclamation.

C. Chancellorsville to Gettysburg: turning point in the East.

D. The Wilderness Campaign: Grant versus Lee.

E. Appomattox Court House: the war ends.

VI. The Beginning of Reconstruction.

A. Presidential reconstruction under Lincoln: quick and lenient.

B. The Wade-Davis bill: the Congressional alternative.

C. Lincoln assassinated: a blow to the South.

D. Reconstruction under Johnson: presidential reconstruction continued.

E. Opposition in Congress: the Radical Republicans.

VII. Radical Reconstruction.

A. The Radicals take control: Congressional supremacy.

B. Radical reconstruction takes shape: the Freedmen's Bureau Act, the Civil Rights Act, the Reconstruction Acts.

C. The Union transformed: the Fourteenth and Fifteenth Amendments.

D. The Radicals attack Johnson: Tenure of Office Act and impeachment.

E. Carpetbaggers and Scalawags: the South under Radical rule.

VIII. The End of Reconstruction.

A. Reaction in the South: the Klan and violence.

B. Counteraction in Congress: Force Acts and the Amnesty Act.

C. The beginning of Redemption: white supremacy, racial intimidation. rise of the Solid South.

D. The election of Hayes: the Compromise of 1877.

E. The end of reconstruction: the union restored and transformed.

ACTIVITIES

Reports - Oral and Written

1. Make a report on methods of recruiting men during the Civil War and compare them with today's methods.

2. Panel discussion on reasons why this conflict has been called the first modern war.

3. Make a report on medicine, nurses and medical assistance during the war. Compare this with facilities in the Viet Nam War.

4. Make biographical sketches of famous personnel during the war.

5. Make reports on unusual and interesting events and stories that occurred that are not widely known.

6. Have a panel discuss and compare the assassination of Presidents Lincoln and Kennedy.

7. Make a report on West Point Academy and the part its graduates played during the war.

8. Have a committee report on the decisive land battles that took place.

9. Have a committee report on the naval war at sea.

10. Debate: Davis erred in ordering the attack on Fort Sumter.

11. A committee report comparing the Lincoln, Johnson and Congressional Plans of Reconstruction.

12. Debate: Reconstruction or Military Occupation?

13. Report on the impeachment of President Andrew Johnson.

14. Report on General Butler's activities in Louisiana.

15. Report on the activities of the Ku Klux Klan and Knights of the White Camellia in Louisiana. Contrast with Ku Klux Klan activities today.

16. Report comparing "Johnny Reb" and "Billy Yank."

17. Report on the Disputed Election of 1876.

18. Report on the Fourteenth amendment with regard to its effects upon the rights of individual states.

Maps, Charts and Graphs

1. Make a time line showing battles and other events from 1861-1865.

2. On a chart, compare the economic and military strengths of the two opposing sides.

3. On a map, show the states and territories that fought for the North and those that fought for the South.

4. On a chart, plot the casualties of the war in comparison with other wars involving the United States.

5. On a map of Louisiana, place important battles and personnel involved. On the map show the connection of Louisiana forts with neighboring states, placing emphasis on Vicksburg, Port Hudson and Texas.

6. Make a chart showing how the "Solid South" has voted in presidential elections since 1876.

Projects

1. Set up a display area and have students bring in objects and articles from the Civil War period.

2. Build replicas of the Monitor, the Merrimac, Fort Sumter and Charleston Harbor.

3. Make booklets on unusual or interesting events and happenings during this period.

4. Reconstruct the Battles of Bull Run, Shiloh, Gettysburg.

5. Dramatize the meeting between Lee and Grant.

6. Dramatize the Impeachment of President Johnson.

7. Dramatize the Gettysburg Address.

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UNIT EIGHT

THE EMERGENCE OF INDUSTRIAL AMERICA - 1870-1910

Concepts

Primary Concept: the industrialization of the United States.

During the decades following the Civil War the American economy was fundamentally transformed. The base of the economy shifted from agriculture to industry. The industrialization of the United States, especially the rise of great consolidated industries, overshadowed all other domestic developments of the era. This generation chose as its heroes industrial leaders such as Carnegie and Rockefeller, rather than statesmen, generals or scientists. The industrialization of the economy left its impact upon nearly every aspect of American Life.

Secondary Concepts: effect of industrialization upon non-industrial groups; social consequences of industrialization; political consequences of industrialization;impact of industrialization on intellectual life and popular culture in America.

A large part of the domestic strife and political conflict of this period can be traced directly to the effect of industrialization upon non-industrial groups. The industrial tycoons grew rich and powerful at the expense of other groups, especially farmers, workers and small businessmen. To protect their interests the groups which lagged behind or which suffered absolute losses organized into political parties, reform movements or labor unions. The response of the non-industrial groups to industrialization provided much of the dramatic conflict of the era.

The movement of population to the growing industrial cities was one of several social consequences of industrialization. In the cities a new stratification of society developed. For the first time a large, propertyless class of factory workers developed in the United States. At the other end of

the class structure a new industrial tycoon class emerged. One result of these new additions to the social structure was increasing social tension and class conflict. Urban life also had a disintegrating effect on the family, partly because in the cities the family was no longer the primary economic unit. This role was taken over by the industrial corporation.

The political consequences of industrialization were no less important than the social. The growth of industry accelerated the shift of political power from the rural districts to the cities, although the shift of power tended to lag behind the shift of population. City politics gave rise to a new kind of political organization and technique: the boss-controlled, urban political machine. The paramount importance of industry in the economy made both national political parties increasingly business oriented.

This development, in turn, led the non-business groups to form several major new third parties, such as the Greenback Party, the National Labor Party, the People's (Populist) Party and the Socialist Party.

Another major area for consideration is the impact of industrialization on intellectual life and popular culture in America. This would include trends in education that were in some part a response to economic change (the new emphasis on scientific and technical studies), new directions in American literature (realistic fiction about businessmen and conditions in industrial cities) and new currents in American thought (the popularity of pragmatic and Darwinian thinking in philosophy). Americans also developed new hobbies and forms of recreation based upon industrial products and mechanical devices such as the phonograph and the bicycle.

Content Guide

1. Industrial Growth and Organization.

   A. The postwar expansion of railroads: building a national transportation system and stimulating economic growth.

B. New techniques of transportation and communication.

C. The saga of iron and steel: Andrew Carnegie.

D. The epic of oil: John D. Rockfeller.

E. New forms of economic organization: modern corporations, pools, trusts and holding companies. The tendency toward bigness.

F. New methods of distributing the products of industry: mail order houses, chain stores and manufacturers' retail outlets.

G. The rise of organized labor in the Knights of Labor and the A.F.of L.

II. The Impact of Industrialization on American Society.

A. The growth of industrial cities: the increase of immigration and the rural-urban population shift.

B. The new social structure: the new rich and the new poor.

C. The growth of social friction and class conflict: riots and labor violence, radical movements and the fear of social upheaval.

D. The impact of industrialization upon the family: its replacement as an economic unit.

III. The Impact of Industrialization on American Politics.

A. The politics of the cities: the boss and the working class vote.

B. The corruption of state politics: the impact of railroads and other industries on the legislatures.

C. Industry and the party system: the business orientation of both major parties.

D. The rise of political reform and protest: reform movements and third-party movements as a reaction to the political condition of industrial America.

IV. The Political Revolt of the Farmers.

A. Problems of the farmer in an industrial economy.

B. The farmers organize: the Granger and Greenback movements.

C. The beginning of regulatory legislation: the Granger laws, the Interstate Commerce Act and the Sherman Anti-Trust Act.

D. The farmers organize again: the People's Party.

E. Bryan and McKinley: the election of 1896.

V. Intellectual and Cultural Life in Industrial America.

A. The school and the college in industrial America.

B. The literature of industrial America.

C. The art and architecture of industrial America.

D. The philosophy of industrial America.

E. Religious developments: the Gospel of Wealth versus the Social Gospel.

F. Recreation in industrial America.

ACTIVITIES

Reports - Oral and Written

1. Report to the class on the programs of one of the following: the Rockefeller Foundation, the General Education Board, the Carnegie Corporation or the Ford Foundation.

2. Report on Custer's defeat at the Little Big Horn.

3. Report on what have been the Indian policies of the American government, and what should be the policy now.

4. Write a critical analysis comparing the ideas of Marx, Bellamy and Henry George.

5. Write a report contrasting the problems of the farmer during the time period 1870-1910 with that of the farmer in your locality now.

6. Write a sketch on Karl Marx as the "Father of World Communism."

7. Write a report entitled "How the United States Has Attempted to Solve the Indian Problem."

8. Report on the changes in the status of women in America from 1850 to the present.

9. Imagine yourself as an actual campaigner in the election of 1896. Prepare a speech in support of your candidate.

10. The Hull House in Chicago was one of America's first and most successful settlement houses. Report to the class on Jane Addams, its founder.

11. Write a newspaper feature article about farm unrest leading to Alliances and Populism.

12. Make a thorough research on Anti-Trust Laws of today and correlate with those of 1880's.

13. Study and discuss the platform and program of the Populist Party and the effect of its program on the Democratic and Republican Party policies which were enacted into laws.

14. Make reports on gold and silver standard of the 1880's and today.

15. Using local color, write a description of your attendance at the Democratic convention when Bryan delivered his "Cross of Gold" speech.

16. Assume it is 1903 and that your job is to help plan the St. Louis World's Fair. One task is to assemble a display of inventions which have been important in our nations's industrial development. Make a list of the inventions you would include and give your reasons.

17. Compare farm problems and issues of the period 1870-1900 with farm problems and issues today.

18. Write a letter to a newspaper commenting on the pardon of the surviving Haymarket "anarchists."

19. Conduct a panel discussion on the significance of the presidential election of 1896, along with demands made by the farmers and laborers.

20. A panel discussion of the early relations of government and unions compared with today, might be held.

21. Assign to members of the class further research on James J. Hill and Cornelius Vanderbilt. Have them lead a discussion on the methods and contributions of the two men to education.

22. In a panel discussion, compare Powerly, Debs and Gompers as labor leaders.

23. Conduct a panel discussion on the advantages and disadvantages of the growth of big business to the American people.

24. Debate: Resolved: "Big Business" is Justified by Progress.

25. Debate: Are lobbyists and pressure groups bad for the Country? Are they immoral? Should they be (a) left unhampered, (b) regulated by law, (c) made illegal?

26. Debate: Is crime the inevitable accompaniment of big, industrial cities?

27. Plan and present an informal debate on the relative merits of the Drago Doctrine and the Roosevelt Corollary in the Monroe Doctrine.

28. Dramatize the career of George W. Goethals.

29. Devise a "Press Conference." Assign to the students a character from the unit. Have them prepare themselves thoroughly, with thoughtful questions asked by the rest of the students who will act as reporters.

30. Pretend that you are a labor organizer in 1900 and make a speech to a labor group represented by the rest of the class. Give specific reasons why you believe that union membership would be beneficial to them.

31. Investigate and prepare an oral report on present-day legislation to help eliminate dishonest practices from politics.

32. Prepare a talk on the Populist movement.

33. Prepare a written report on immigration to the United States, 1870-1910. Include general information about reasons for immigration.

34. Prepare a skit about improvements in travel in the United States from 1860-1900.

35. Hold a panel discussion on the conflicting points of view of President Cleveland and Governor Altgelt concerning use of federal troops in the Pullman Strike.

Maps, Charts and Graphs

1. On a map trace the economic development of the West showing railroads, cattle, gold, silver and copper.

2. Draw a map of the United States and possessions in 1900.

3. Construct a chart illustrating the continuing tide of immigration from 1851-1900.

4. Using a map, illustrate the growth of the Steel Empire.

5. Draw a chart depicting the growth of the United States population (in thousands) 1860-1900.

6. Using a time chart from 1862-1920, place in the proper interval these important events: National Labor Reform Party, Knights of Labor, Patrons of Husbandry, first transcontinental railroad, Dawes Act, Interstate Commerce Commission, trans-Atlantic Cable, Custer's Defeat and Ninteenth Amendment passed.

7. Prepare a chart showing national origins of the immigrant in the period 1870-1910.

8. Prepare a five column chart in which you compare the presidential elections from 1872-1908. Headings should be: Party, candidates, platforms, chief features, results.

Projects

1. For classroom display, list, on a chart, the major products derived from petroleum and natural gas. By the side of each item, illustrate the product or its use.

2. Sketch, in some detail, a sod house.

3. Prepare a bulletin board display of Nast's political cartoons concerning political corruption.

4. Draw cartoons which show the political issues facing the American people during one of the political campaigns from 1872-1908.

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UNIT NINE

THE PROGRESSIVE ERA - 1890-1917

Concepts

Primary Concept: the reform of conditions created by industrialization.

The major part of the domestic political activity from the early 1890's to the World War was directed toward the reform of conditions created by industrialization. The most important demands of the reform groups and parties were the regulation of railroads, anti-trust legislation, the regulation of child and female labor, a graduated income tax, government assistance of agriculture, the eight-hour day for labor and reforms to restore control of government to the common people. The reform demands were advanced by agricultural and labor groups in the 1890's and in large part were implemented by the Progressives after the turn of the century.

Secondary Concepts: the effort to restore equality of opportunity in economic affairs; the correction of social injustices; the attempt to restore political control to the people.

By the turn of the century farmers, laborers and a great many small business men were alarmed by the largely unregulated growth of big businesses. They saw business monopolies controlling prices and closing off the avenues of economic advancement. The latter threat was especially real to the owners of small businesses. Many of these people joined progressive reform movements in an effort to restore equality of opportunity in economic affairs.

The lack of humane rules and standards for the management of industries resulted in numerous social injustices. Women and young children worked long hours under unhealthy conditions; the lack of safety devices resulted in needless industrial accidents; impure and mislabeled food and drugs were distributed with impunity. The supporters of progressive laws and candidates for office were vitally interested in the correction of social injustices produced by

industrialization.

The Progressive Era produced a number of movements and measures which attempted to restore political control to the people. They were directed against the power of the bosses in city government and the influence of special economic interests in the state legislatures and in the political parties. Included in these measures were the secret ballot, the primary, the initiative, referendum and recall and the direct election of United States Senators.

Content Guide

I. The Beginning of Progressivism.

A. A review of conditions: industry and politics in the 1890's.

B. Exposing the problem: the Muckrakers.

C. The roots of the reform movement: old Populist measures and new ideas.

D. Reform in the cities: the reform mayors and experiments in city government.

E. Reform governors: Progressivism on the state level.

II. Theodore Roosevelt's Square Deal.

A. The rise of Theodore Roosevelt: progressivism on the national scene.

B. The Northern Securities Case: Roosevelt versus monopoly.

C. The Square Deal for labor: the anthracite coal strike.

D. Effectively regulating the railroads: the Hepburn Act.

E. Conservation: a Square Deal for future generations.

III. The Taft Administration.

A. The failure of tariff reform: the Payne-Aldrich Act.

B. The battle for conservation: the Ballinger-Pinchot affair.

C. Progressives versus the Old Guard: the split in the Republican Party.

D. Taft as a Progressive: a trust buster.

E. The Progressives bolt the party: the conventions of 1912.

F. The direct election of Senators: the Seventeenth Amendment.

IV. Woodrow Wilson's New Freedom.

A. The election of 1912: New Nationalism versus the New Freedom.

B. The success of tariff reform: the Underwood Act.

C. Banking and currency reform: the Federal Reserve System.

D. The Clayton Act: an effort to restore competition.

E. Policing the trusts: the Federal Trade Commission.

F. Woodrow Wilson as a Progressive reformer: child labor legislation, Workmen's compensation, farm loan banks and the eight-hour day for railroad workers.

ACTIVITIES

Reports - Oral and Written

1. Have three members of the class give campaign speeches for the election of 1912; one for Roosevelt, one for Taft and one for Wilson.

2. Write a book report on one of the books written by a "muckraker" (Frank Norris, Upton Sinclair or Lincoln Steffens).

3. As a contribution to the study of conservation, prepare a report on National Parks and National Forests.

4. Report on the work of the Rockefeller Foundation in its fight against disease.

5. Compare Roosevelt's "Square Deal," F.D.R.'s "New Deal" and Truman's "Fair Deal."

6. Report on democracy in Switzerland and the practices borrowed by America.

7. Scan the editorial pages of several newspapers for the examples of "muckraking" and report orally to the class.

8. Write a contrast on the purpose of education during the progressive era with that of today.

9. Write an article for a magazine, to appear in the issue for January, 1914, explaining how the Federal Reserve system will work and why it is an improvement over the system set up by the National Banking Act of 1863.

10. Make a list of the changes which were urged by the National Progressive Republican League. After each, explain why the Progressives thought it was needed.

11. Write an account of third parties in the United States. Tell why they were organized, who their leaders were and what they accomplished. State your conclusions on the value of third parties in this country.

12. Write a report on "The conservation movement in the United States." Discuss the need of it at the turn of the century; the part of Theodore Roosevelt in arousing public interest; the work of later presidents; the status of the movement today.

13. Compare the Progressive program of Theodore Roosevelt with the New Freedom program of Woodrow Wilson.

14. Read and report on the essay "Woodrow Wilson, The Conversations of a Liberal," in Hofstader, American Political Tradition, pp 238-282. Compare with the same author's interpretation of Theodore Roosevelt.

15. Prepare an oral report on the previous training of Theodore Roosevelt, William H. Taft and Woodrow Wilson for the Presidency. Then discuss how their training influenced their policies and performances in the Presidency.

16. Report the colorful details of the following: Wilson's struggle with the political machine in New Jersey; Wilson's fight for the Underwood Tariff; the controversy over the nomination of Mr. Brandis to the Supreme Court.

17. Panel discussion: Do more elective offices and more frequent elections mean more real democracy?

18. Panel discussion: What is the status of the American economy now, and what action is the Federal Reserve System taking to regulate it?

19. Panel discussion: What reforms in local government would you recommend for your community?

20. Debate: Resolved: That progressivism is needed today and will come.

21. Debate: Resolved: That Theodore Roosevelt's diplomacy would involve us in total war with communism.

Maps, Charts and Graphs

1. On an outline map of the United States locate:
(a) National parks, (b) National forests, (c) forests and grazing areas, (d) deposits of coal and oil.

2. Draw an outline map of the Caribbean area and locate the places with which the Wilson Administration was concerned.

3. On an outline map of the United States, show how the electoral votes in each state were cast in 1912.

4. Prepare tables of significant dates and events to show the status of labor in 1895, in 1915 and today.

5. On an outline map of the United States locate the conservation projects that originated with the Theodore Roosevelt administration.

6. Draw a series of cartoons illustrating the conditions uncovered by the muckrakers.

7. On an outline map of the United States, show the various Federal Reserve Districts and the location of the Federal Reserve Bank in each.

8. Make a bar graph contrasting the tax that an unmarried person would pay today, as compared to that of 1921. (See World Almanac for today's figures.) Write a brief paragraph accounting for the difference.

9. Make a chart showing one of the following: (a) The reforms of the

Wilson Administration. Give the main provisions of each, and in the third column, tell how each would help business, labor or the general public. (b) Ways in which Presidents have handled the following major strikes: the Pullman strike of 1894, the coal strike of 1902, the Railroad strike of 1916. How did the actions of the three Presidents involved differ from each other? Can you discover any trend in the federal government's attitude toward serious labor disputes? Write your answers to these questions below the chart.

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(Same as Unit Eight)

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UNIT TEN

THE RISE OF THE UNITED STATES AS A WORLD POWER - 1890-1919

Concepts

Primary Concept: the rise of the United States as a world power.

During the rise of the United States as a world power, we began to exert influence on the world scene corresponding to our power and stature as a modern industrial nation. The real basis of national power, the expanding wealth and population of the country, was already there. The involvement in world affairs which occurred during these years was closely related to the nation's previous industrial growth. Economic, humanitarian and strategic reasons all prompted the American desire to expand the nation's influence abroad. We also became involved for idealistic and ideological reasons -- to make the world safe for democracy, as Wilson said.

Secondary Concepts: involvement in Latin America; involvement in the Pacific; involvement in Europe.

Our first involvement in Latin America was commercial and diplomatic and dates back to the era of President Monroe. Our political involvement was a result of the Spanish-American War, through which we obtained Puerto Rico and established a protectorate over Cuba. During the first years of the new century the United States gradually made the Caribbean an "American Lake." We strengthened the Monroe Doctrine to minimize the influence of European powers; dug a canal through Panama; and established several temporary protectorates.

American involvement in the Pacific also began before the Spanish-American War. By the 1890's the United States had leased a coaling station (Pago-Pago) in the Samoan Islands and was negotiating for the annexation of Hawaii. The most spectacular episode of our Pacific involvement was the capture of Manila during the Spanish-American War and the subsequent annexation of

the Philippine Islands. Possession of the islands led to a lasting American political involvement in the Far East.

Although the United States participated with European powers in efforts to develop international cooperation during the early 1900's, our first major involvement in Europe was prompted by the First World War. As it turned out our involvement was primarily a military and financial one. Our political involvement was limited to participating in the peace negotiations. President Wilson's desire to continue a measure of political involvement through the League of Nations was frustrated by the Senate.

Content Guide

I. Americans Look Outward.

A. The end of the frontier: national concern over future development.

B. The search for new foreign markets: concern about over-production, recurring depression.

C. Construction of the new Navy: the need for bases and coaling stations.

D. The new Manifest Destiny: the spokesmen for expansion.

II. The Nation Becomes a Colonial Power.

A. The situation in Cuba: deteriorating Spanish-American relations.

B. The Spanish-American War: military and naval actions.

C. The peace treaty: we become a colonial power.

D. The headaches of empire: the revolt in the Philippines.

III. Expansion in the Caribbean.

A. The annexation of Puerto Rico: first foothold in the Caribbean.

B. Cuba becomes a protectorate: the Platt Amendment.

C. The Panama Canal: involvement in Central America.

D. Strengthening the Monroe Doctrine: the Roosevelt Corollary.

E. Dollar Diplomacy: financial involvement and temporary protectorates.

IV. Involvement in Europe.

A. Support for international cooperation: the Hague Conferences, the Algeciras Conference, the arbitration treaties.

B. Europe goes to war: the American effort to remain neutral.

C. Violation of neutral rights: the American diplomatic reaction.

D. Germany's resumption of submarine warfare: The United States declares war.

E. The war on the home front: the American mobilization for war.

F. Over there: the American contribution to victory in France.

V. Rejecting the League of Nations.

A. Wilson's design for world order: The Fourteen Points and the League of Nations.

B. The peace conference: Woodrow Wilson vs. the politicians of Europe.

C. The Treaty of Versailles: a compromise document.

D. The contest for ratification: the Senate rejects the treaty and the league.

E. The election of 1920: the people reject Wilson's party and principles.

F. Isolationism and Nationalism: the Red Scare and the new KKK.

ACTIVITIES

Reports - Oral and Written

1. How did the acquisition of the Samoan Islands, the Hawaiian Islands and the nearness of Cuba to the United States, launch the United States on the road to imperialism toward the last quarter of the nineteenth century?

2. Compare and contrast the reactions of the Latin American countries to the Monroe Doctrine during the nineteenth century and during the twentieth century preceding the Good Neighbor Policy.

3. Write a short essay on the history of the meaning and practical importance of Theodore Roosevelt's phrase, "Speak softly and carry a big stick." (Source, The American Pageant, pp 635-649)

4. Compare the accounts of the Spanish-American War presented by Walter Millis in The Martial Spirit and Frank Freidel in The Splendid Little War.

5. Write an essay on Mexican-American relations beginning with the annexation of Texas and continuing to the present.

6. Make a report on the development of the United States foreign trade during the last half of the nineteenth century. Include both imports and exports. Try to find out what general kinds of products or raw materials we were importing and exporting and with what countries we were carrying on this trade. (Source, Economic History of the American People, pp 567 ff).

7. Write an essay on "Hawaii, Yesterday and Today." Include such topics as its mixture of races, the history of relations between the United States and the islands, life in the islands today, the meaning of statehood to the islands.

8. Write an essay on "The United States in the Philippines." Find out about the educational program, and the other activities of the American government in the islands from 1900-1946.

9. Write an essay on the topic "Puerto Rico - "Land of Problems and Promise."

10. Investigate and report on some of the medical discoveries and advances made during the twenties. Find out how these have helped to improve the health and life expectancy of people.

11. Select a book from the fiction list to read. Briefly summarize the story and then compare it with actual historical facts.

12. Investigate and report on the goals of the Germans in World War I. What did they hope to achieve through victory?

13. Write a report tracing the history of the attempts to build a canal connecting the Atlantic and Pacific Oceans.

14. Write a report giving the details of American intervention in Haiti, Santo Domingo and Nicaragua.

15. Write a report on Alaska as a United States possession.

16. Write a report on Hawaii as a United States possession.

17. Write a report about the work of Walter Reed and other medical researchers in the fight against yellow fever.

18. Assume you are a soldier stationed in the Canal Zone while the canal is being dug. Write a letter home telling about the problems of disease and landslides and the work of Gorgas and Goethals.

19. As a newspaper reporter in Panama in 1903, write an article for your paper describing the Panamanian revolution, Columbia's attempt to suppress it, and American aid to the rebels. Indicate whether you represent a paper in Columbia, in Panama or in the United States.

20. Write an imaginary letter to your Congressman urging him to vote in favor of (or against) the League of Nations or World Court.

21. Select one of the books in the reference section of this unit and write a report about the book.

22. Write a report on one of the following topics:

    a. The Development of the Submarine.
    b. The Airplane in World War I.
    c. The United States Marines in World War I.
    d. German Spies and Saboteurs in the United States, 1914-17.
    e. The sinking of the Lusitania.
    f. The sinking of the Maine.

23. Biographies: (Either brief biographical sketches about certain important aspects of the person's life or more detailed reports covering the person's entire life may be assigned)

    a. Hamilton Fish
    b. John Hay
    c. Herbert Hoover
    d. Robert La Follette
    e. Henry Cabot Lodge
    f. Douglas MacArthur
    g. Nelson A. Miles
    h. John J. Pershing
    i. Theodore Roosevelt
    j. William H. Taft
    k. Woodrow Wilson
    l. Pancho Villa

24. Plan an oral report on the Pan-American Union. If possible, include pictures of the Pan-American Building.

25. Give a floor talk on one of the following topics:

    a. The Battle of Manila Bay.
    b. The Land and Naval Battles at Santiago.
    c. The story of Hawaii from the Early Days of Whaling to 1898.
    d. Propaganda techniques during the Spanish-American War and World War I.

26. Select one of the books from the reading list of this unit and review the book for the class. In addition to summarizing the contents, give your opinions on how well the book was written.

27. Prepare a research paper on "James G. Blaine - Advocate of Pan-American Friendship."

28. Prepare a research paper on Puerto Rico - Land of Problems and Promise.

29. Write an essay on Mexican - American relations starting with the annexation of Texas and continuing to the present; emphasizing the factors that promoted friendships and forces that promoted or caused hostilities.

30. Comparison and contrast of "Big Stick Diplomacy" and "Dollar Diplomacy." Give arguments to support the thesis that one was more successful than the other.

31. Compare the reconcentration policy of the Spanish government in Cuba with the concentration camp policy that was followed by the Nazis in Germany.

32. The first president of the Philippines complimented the United States by saying that it had treated his country most generously. What evidence could be presented to support this opinion?

33. Write an essay on "The United States in the Philippines." Find out about the educational program, the public health program and the other activities of the American government in the Islands from 1900-1946.

34. Compare the policy that the United States adopted toward the Philippines with that of the British toward India and the French toward Algeria in the twentieth century. What results were achieved in each case?

35. Write an essay on "Hawaii, Yesterday and Today." The following topics should be included: Mixture of races, the history of relations between the United States and the islands, life in the islands today, the meaning of statehood to the islands.

36. Written report to explain Wilson's policy of "watchful waiting." Are there present-day applications and illustrations of this policy?

37. Written report on changes that have occurred in high school curriculum from 1920 to the present. Include the plans for further changes and give reasons for these changes.

38. Reports on selections from the Spanish-American War from Heritage of America selections:

    a. Theodore Roosevelt Takes Charge of the Navy. (pp. 979-980)
    b. Admiral Dewey Wins the Battle of Manila Bay. (pp. 980-984)

39. Reports on selections from Hart's Contemporaries for the Spanish-American War:

a. Capture of Santiago. Vol IV. pp. 576-588
b. Imperialism as a Campaign Issue. Vol IV. pp. 604-611
c. American Co-operation in Puerto Rico. (1925) Vol. V. pp. 196-273

40. To display American honor during the Spanish-American War, describe selections from Finlay Peter Dunne. (Helpful source: Ellis (ed) Mr. Dooley At His Best).

41. Read the following from American Heritage Series and select information that would be interesting in appeal as a writer of a popular newspaper column.

a. The Needless War with Spain. (Feb. 1957)
b. Funston Captures Aguinaldo. (Feb. 1958)

42. Report describing the use of the airplane and zeppelin in World War I. Of what importance was each in determining the outcome of the war?

43. Report briefly on the connection of any five of the following with World War I:

a. Walter Hines Page
b. A. Mitchell Palmer
c. Edith Cavell
d. Edward M. House
e. Eugene V. Debs
f. William J. Bryan
g. John Buchan
h. William McAdoo
i. Dr. Bernhard Fernberg
j. Bernard M. Baruch

44. Read and report from the American Heritage Series: "A liner, a U-Boat . . . and History." Describe how this article makes history come alive.

45. Make a list of contributions by the United States toward winning World War I. Explain which you think was most important and why.

46. Each member of a committee should report on one of the new possessions of the United States in 1898. Locate it on the map. Tell about its history before 1898, its people, its industry, or agriculture, its special attractions today and its present form of government.

47. Each member of the committee should select a man who played an important part in American Imperialism and/or in World War I and report on this man's participation in these events. Tell what contributions each made or what his accomplishments were and why they were important.

48. Members of a committee working together can present a dramatization of the meeting of the Big Four to discuss a controversial issue at the Peace Conference.

49. The class may organize a committee of five to present and lead the discussion on Theodore Roosevelt: (1) The Man, (2) The Soldier, (3) The President, (4) The Author, (5) The Hunter.

50. The Spanish-American War: Did the American businessman influence the decision for war?

51. Conduct a panel discussion of the wisdom of our policy toward Cuba. Include comment on present-day relationships between the United States and Cuba.

52. Organize a class forum to discuss our past and present foreign policy in Latin America. One student might analyze the reasons for the recent revolution in Cuba. Why did not the United States intervene in the Cuban Revolution of 1959 in order to preserve the peace and protect United States property?

53. Discuss: For the American people the Spanish-American War marked an important milestone on the path of empire and world power. Explain this statement as it applied to (a) the Pacific and (b) the Caribbean.

54. Discuss: the United States entered the war to free the Cubans. It ended the war with an empire on its hands.

55. Debate the topic: The immediate effect of the Open Door policy was to improve American trade with the Far East. Some feel it may have helped to lead the United States in the direction of war.

56. How was the meaning of the Monroe Doctrine broadened by (a) the Olney interpretation in the Venezuela boundary dispute, (b) the Venezuela debt controversy and (c) the Roosevelt Corollary in the Dominican debt controversy?

57. Round table discussion analyzing our Panama policy under Theodore Roosevelt can be held. Have students read, research and comment on Bemis' statement (in his book Latin American Policy of the United States) that our Panama policy was "the one black mark on the Latin American policy of the United States" and on Roosevelt's statement (in his Autobiography) that "from the beginning to the end our course was straight forward, and in absolute accord with the highest standard of international morality."

58. Discuss present relations with China and Japan and show the historical roots of present problems.

59. Tell what part each of the following played in World War I: (a) Nationalism, (b) Allied Powers, (c) Central powers, (d) Triple Alliance, (e) Triple Entente, (f) Imperialism and (g) Unrestricted submarine warfare.

60. A committee to work on comparison of American isolationism in early years of Republic with American isolationism in 1920's, establishing similarities and differences.

61. In the light of today's events, discuss the following points from Wilson's Fourteen Points: Open diplomacy, freedom of the seas, removal of tariffs, reduction of armaments, temporary control of colonies, self-determination of peoples and a general association of nations.

62. A panel discussion of the Germans' charge that the Treaty of Versailles represented a betrayal of the Fourteen Points. Was their view justified?

63. Plan a panel report to the class on the organization and activities of the League of Nations. Evaluate the League of Nations.

64. Assign a committee to investigate the congressional election of 1918. Examine local, state and national issues and attempt to explain why election was a blow to Wilson's prestige. File of old newspapers and periodicals will be useful references.

65. Resolved: That the United States could not honorably have avoided war against Spain in the Spanish-American War of 1898.

66. Resolved: That World War I could have been avoided through diplomatic negotiations.

67. Resolved: With regard to World War I that a policy of neutrality tends to favor aggressor nations.

68. Resolved: That Wilson's policy of watchful waiting with regard to Mexico in 1913-1914 was the wisest one.

69. Resolved: That the United States should have cancelled the Allied war debt.

70. Resolved: That public opinion determines the program of political parties.

Maps, Graphs, Charts, Etc.

1. On an outline map of the world, sketch in:

   a. All areas that played significant roles in the Spanish-American War.
   b. The U.S. and its overseas possessions as of 1917.

2. On an outline map of the Pacific Ocean, locate the following:

   a. Midway Island
   b. Guam
   c. Samoa
   d. Hawaii and Pearl Harbor
   e. Philippines and Manila

3. Draw an outline map of the world. Show all possessions the U.S. has ever owned in the Atlantic and Pacific. Indicate those it still owns.

4. Draw maps which indicate the divisions of Europe before and after World War I; also draw a map showing the divisions of Europe today.

5. Draw a map of France. Show the location of the Western Front and indicate the battles in which Americans played an important part.

6. On a chart or poster, make a list of the steps in our relations with Japan since 1900. Explain each step briefly.

7. Make a chart showing the principle Pan-American Conferences held since 1888. Give date, location, principle issues and agreements reached. In a short paragraph beneath chart, write your conclusions regarding the growth of Pan-American cooperation to the present.

8. Make a chart of the special boards and agencies created to carry on World War I showing the important work of each. You may illustrate it if you wish.

9. Make a chart concerning the relations between the United States and Latin American countries. Use the following headings: Problems, How Solved and Effect of Solution.

10. Prepare a calendar of the events in the negotiations for and the construction of the Panama Canal from the 1901 report of the investigation committee to the indemnity payment to Columbia in 1921.

11. Prepare charts on the following concerning the Panama Canal in early years and now.

    a. Cost of operation
    b. Number of ships using it
    c. Cargo tonnage carried through it. (Sources: World Almanac, Information Please Almanac)

12. Prepare a time line with all important national events (political, social, economic) and international events from 1895-1918.

13. Prepare a chart comparing the peace treaty of World War I with that signed after World War II.

14. Draw a chart comparing the League of Nations with the United Nations.

15. Prepare a chart comparing the original Monroe Doctrine, the Olney Interpretation and the Roosevelt Corollary with regard to the following:

    (1) Reasons for Issuance
    (2) Principles
    (3) Significance of the Statement

    Helpful Sources: Perkins, History of the Monroe Doctrine
    Bailey, Diplomatic History of American People

16. Draw a "true chart" showing the causes of the outbreak of war in Europe in 1914. What would be the roots, the branches?

17. On an outline map of the Caribbean, locate or draw the following:

    a. Key West
    b. Cuba and Havana
    c. Guantanamo
    d. Puerto Rico and San Juan
    e. Virgin Islands

18. On an outline map of the Far East, show spheres of influence in Cuba established by other nations by 1900. Indicate the areas by different colors. Also locate the following on the same map: Canton, Hong Kong, Port Arthur, Peking, Tientsin , Sakhalin, Formosa (Taiwan), Shantung Peninsula, Japan, Philippines and Indochina.

19. On an outline map of the world, indicate the countries directly affected by Roosevelt's foreign policies. Also trace the route taken by the navy's "goodwill tour."

20. Draw on an outline map of the Belgium-French frontier in World War I the following:

    (1) Areas of American troop operations
    (2) Line of the farthest German advance
    (3) Allied Line on November 11, 1918

21. Draw maps of the Middle East dated 1914 and 1919. Show all the changes caused by World War I.

22. On an outline map of the world, indicate various territories of Germany and her allies which were placed under control of other countries in 1918. Using color, show to what country each territory was assigned.

23. On an outline map of Europe, draw the territorial changes that took place after World War I.

24. Make a chart showing all territory acquired by the U.S. outside its continental limits. For each area state: (a) date acquired, (b) how acquired, (c) why acquired, (d) present relation of the area to this country and (e) the present importance of the area.

25. Collect statistics and prepare charts concerning the cost of operating the Panama Canal, the number of ships using it and the cargo tonnage carried through it.

26. Draw a chart showing the organization of the League of Nations.

27. Make a chart listing Wilson's Fourteen Points.

28. Make a chart showing the disputes which the United States and Great Britain have settled by arbitration. Include the disputes, their dates and the settlements made.

29. Make a chart of the special boards and agencies created to carry on World War I showing the work of each. Illustrate, if you wish.

30. Make a chart showing the principal Pan-American Conferences held since 1888. For each give: the date, location, principal issues and agreements reached. (Beneath the chart write your conclusion regarding whether or not Pan-American cooperation is growing.)

Projects

1. Copy at least three cartoons that show Theodore Roosevelt with his big stick. Explain in your own words the meaning of the cartoon. Tell where you found it and where it originally appeared. (Make a poster illustrating this - on the poster omit the explanation.)

2. Plan a bulletin board display about the island possessions acquired by the United States in 1898. This display should show the islands as they are today. Use a map, pictures of the people, products, landscapes, etc.

3. Plan a bulletin board display illustrating the uniforms worn and the types of weapons used by the nations involved in World War I.

4. Draw a cartoon that might have appeared in a Bogota, Columbia newspaper at the time of the Panama Revolution, 1903.

5. Draw a cartoon supporting Wilson for re-election in 1916 on the basis that "He kept us out of war."

6. Prepare a series of cartoons depicting the arguments over foreign policy during the period 1898-1914.

7. Arrange an exhibit of pictures showing the construction of the Panama Canal and present-day scenes along the route.

8. Collect and exhibit important popular songs and poems of World War I. This could be either for an individual project or from a committee.

9. Collect and exhibit popular cartoons, posters and pictures and newspaper headlines of World War I. For individual or committee.

10. In committees prepare a bulletin board display on (a) Cuba, (b) Puerto Rico, (c) Alaska, (d) Philippines or (e) Hawaii. Include in the display the following:

    a. Map of the area.
    b. Information on the people.
    c. Efforts to raise the standards of living in industry and agriculture.
    d. Importance in the world picture.
    e. Current problems.
    f. Leaders and present government.
    g. Cultural contributions.
    h. Relations with the United States.

11. Make up your own cartoons or slogans to express your views on:

    a. Big Stick Policy.
    b. Open Door Policy.
    c. Dollar Diplomacy.
    d. Watchful Waiting.

12. Draw cartoons showing the attitudes of (a) Clemenceau, (b) Henry Cabot Lodge toward Woodrow Wilson and vice versa.

13. A student might present to the class a program of songs that were popular during World War I with interesting commentary about these songs.

14. Collect and arrange a bulletin board display of pictures of uniforms and military equipment used by the A.E.F. and pictures showing how civilians helped to win the First World War.

15. In an encyclopedia, find and study Wilson's Fourteen Points for Peace. Illustrate these points, interpreting each in your own way.

16. Draw cartoons to illustrate the attitude of Latin Americans toward the United States about 1915.

17. A committee of students with artistic abilities might prepare pictorial biographical displays of Woodrow Wilson and Theodore Roosevelt during their terms in office. Use captions to enhance the display.

18. Prepare an exhibit of Latin American arts and handicraft or a program of Latin American music. On the display use captions to enhance the projects and show efforts being made to revive old Indian skills in weaving pottery, hammered silver, etc.

19. Students can draw and display cartoons showing South American reactions to the various interpretations of the Monroe Doctrine.

20. Draw and present to the class cartoons based on the following:

    a. Balance of power system in Europe.
    b. United States reaction to Germany's submarine warfare.
    c. Effect of the war on American life.

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UNIT ELEVEN

THE TWENTIES

Concepts

Primary Concept: the high noon of unregulated capitalism.

Despite the attempts of the Progressives to regulate business in the public interest, the economy of the 1920's was still a free-wheeling, nearly unregulated, free-enterprise system. The federal government played a minimal role in such matters as regulating the stock market, supervising relations between management and labor, controlling agricultural prices and guarding against recessions in business activity. Some of the reform legislation which the Progressives had sponsored was declared unconstitutional. Agencies which they had created to regulate business were used in the 1920's to help businessmen evade regulation. This decade marked the high noon of unregulated capitalism in the United States. The enterprising men of business took control of the government through the Republican Party and captured the imagination of the American people. Business values permeated society. The result was a decade of large profits for business, soaring real estate values and spiraling stock market quotations. With new industrial developments and prosperity came dramatic social changes. However, this prosperity was not shared equally and hardly at all by the farmers. The decade ended in the worst depression in the nation's history.

Secondary Concepts: continued industrial development; the alliance of business and government; wide acceptance of business values; dramatic social changes.

If the post-Civil War era was the industrial age of railroads, the 1920's was the era of the automobile. The rise of the automobile industry was a major stimulant to economic growth. Other new industries also contributed to continued industrial development, especially the chemical,

synthetic fabric, light metals and electric appliance industries. The rise of these and other industries brought new and larger industrial consolidations. Big businesses of the previous era grew bigger during the 1920's.

Another important stimulant to industrial development was the alliance of business and government. The business-oriented Republican Congresses reduced corporation taxes and increased tariffs, while Presidents Harding, Coolidge and Hoover placed administrative agencies at the service of business and appointed businessmen to high office. "The business of America," said President Coolidge, "is business."

The phenomenal growth of industry and the public recognition given to businessmen led to the wide acceptance of business values. Business methods and the credo of business efficiency were adopted by educators, politicians and even religious leaders. Business leaders such as Henry Ford were popular heroes. Literature of the decade was filled with business themes and business characters.

The automobile and other new products of the 1920's contributed greatly to the dramatic social changes that also characterized the decade. The automobile partially reversed the movement of population to the cities by stimulating a movement from the cities to the suburbs. Suburban living became an American ideal during the 1920's. In numerous ways the automobile changed the American way of life. New labor saving appliances equally changed the way of life of the American housewife. During the 1920's the American woman took a more active part in public life and politically and socially achieved a status of equality with the American male.

Content Guide

A. The Republican Ascendency.

1. The election of 1920: the Republicans return to Washington.

2. The Harding Administration: the naval limitations treaty and political scandals.

3. Coolidge takes office: a businessman's president.

4. The Progressive Party of 1924: the resurgence and defeat of Progressivism.

5. The election of 1928: Hoover versus Smith.

B. Agriculture in the 1920's.

1. The farmers in distress: agricultural surpluses and slumping prices.

2. The new agrarian reaction: the Farm Bloc in Congress.

3. The McNary-Haugen Plan: the new agrarian solution.

4. Hoover's farm program: the Agricultural Marketing Act.

C. The Continuation of Industrial Growth.

1. The new source of industrial power: transition from steam to electricity.

2. New industries: automobiles, chemicals and synthetics, light metals.

3. Business organization: the growth of holding company empires.

4. The expansion of purchasing power: credit and installment buying.

5. The barometer of business confidence: the stock market.

D. Social and Cultural Change in the 1920's.

1. Impact of the automobile on the cities: the movement to the suburbs.

2. Immigration: restrictive and discriminatory legislation.

3. The emancipation of the American Woman: the Nineteenth Amendment and a larger role in public life.

4. Religion: liberalism and fundamentalism.

5. The Eighteenth Amendment: experiment with prohibition.

6. Literature: the new novelists.

7. Recreation and leisure in the jazz age.

ACTIVITIES

Reports - Oral and Written

1. Discuss the "Golden Twenties" with respect to the significance of the following:

   (a) A period of unprecedented prosperity, (b) "Roaring Twenties," a time of speed and lively living, (c) "Age of Disillusionment," an era of disgust with internationalism, (d) "Jazz Age," age of syncopated music and fast living, (e) "Decade of Wonderful Nonsense," the period of Mah-Jong, (f) "Ballyhoo Years," the period in which advertising and marketing were developed.

2. Discuss the literature of the twenties: "A trivial literature or a literature of useful innocence."

3. Conduct a class discussion posing a traditional question: In your opinion, was the machine age a force for good or evil?

4. Conduct a class discussion on this statement: Many critics of American Life during the 1920's claimed that modern technology was standardizing peoples' lives.

5. Discuss reaction to depression and the fact that people were looking for someone to blame. On the other hand, discuss ALTERNATIVE policies of Hoover and Roosevelt.

6. Make an individual presentation: The stock market crash triggered the depression, but the real causes lay deeper and would have affected the country even if the stock market had held up temporarily.

7. Read one of the novels listed in the fiction section of the materials for this unit. Write a summary of the story.

8. Select one of the following topics and write a report on it:

   a. The Red scare of the 1920's.
   b. The Ku Klux Klan.
   c. The development of radio.
   d. The development of the motion picture industry.
   e. The development of jazz.
   f. The cars of the 1920's.
   g. The sports of the 1920's.
   h. The fashions of the 1920's.
   i. The world of entertainment in the 1920's.
   j. Medical discoveries made in the 1920's.
   k. Prohibition and the bootleggers.
   l. Early trans-Atlantic flights.
   m. Polar flights of Admiral Byrd.
   n. The music of George Gershwin.
   o. The Lindbergh Trial.
   p. The Sacco-Vinzetti Trial.

9. Biographies: Report on the lives of one of the following people - biographical sketches of the most important accomplishments, contributions, or facts about the person or a detailed (or general) coverage of the person's life may be assigned.

Stephen Vincent Benet
William Jennings Bryan
Erskine Caldwell
Al Capone
Caruso
Charlie Chaplin
Calvin Coolidge
Charles Darrow
John Dos Passos
Theodore Dreiser
Thomas Edison
T. S. Eliot
William Faulkner
F. Scott Fitzgerald
Henry Ford
Robert Frost
George Gershwin
Ellen Glasglow
D. W. Griffin
Warren Harding
Helen Hayes
Ernest Hemingway
Herbert Hoover
James Wildon Johnson
Al Jolson
Laurel and Hardy
John L. Lewis
Sinclair Lewis
Charles Lindbergh
Edna St. Vincent Millay
Elliot Ness
Richard Olney
Eugene O'Neill
E. G. Robinson
John D. Rockefeller
Will Rogers
William Schafter
Al Smith
Rudolph Valentino
Paul Whiteman
Thornton Wilder
Leonard Wood
Wright Brothers
Frank Lloyd Wright
Frank Yerby

10. Select one of the men listed in the biography section and present an oral report on his life.

11. Present a report on the music of the 1920's. Bring records of the most popular music to play in class.

12. Present a report on George Gershwin. Play some of the recordings of his music.

13. Present a report on one of the early motion picture actresses or actors.

14. Present a report on a novel written about the twenties.

15. Present committee reports on the new industries which were developing during the 1920's. How have these industries helped to change or influence the American way of life?

16. Present committee reports on the modes of transportation used in the 1920's. Compare the cars, trains, busses and planes of that era with those of today.

17. Write an imaginary letter to a senator, voicing your disappointment with the Kellogg-Briand Peace Pact and suggest the kind of pact that should have been written.

18. Write a series of newspaper headlines telling the history of the business boom in the twenties.

19. Write a dialogue between a member of the Ku Klux Klan and a reporter -- critic of the Klan or "wet" and "dry."

20. Make a list of the reasons why the 1920's were called the "Golden Twenties."

21. Using the World Almanac and the encyclopedias, list the following:

    a. Americans awarded the Nobel Prize for literature between 1820 and 1965.

    b. Winners of the Pulitzer Prize of the same period for fiction, drama, poetry, biography and music. In your report, state which prize in your estimation is the greatest honor and why.

22. Prepare a booklet of Coolidge sayings, giving a brief explanation of the background for each.

23. Make up a Who's Who of some of the notable personalities of the twenties. Include Warren G. Harding, Andrew Mellon, Alfred E. Smith, Charles Evans Hughes, Charles G. Dawes, Robert M. La Follette and Franklin D. Roosevelt.

24. In a written report, compare and contrast the stock market in the early part of the year 1929, with the stock market of today.

25. Brief written reports on the following from Documents of American History:

    a. Naval Limitation Treaty, pp. 361-363.
    b. Four Power Treaty, pp. 363-364.
    c. Nine Power Treaty, pp. 364-365.
    d. Teapot Dome, pp. 371-372.

Maps, Charts and Graphs

1. Using the World Almanac, make a chart showing (a) the Americans who were awarded the Nobel Prizes for literature between 1920 and 1946, (b) the winners of the Pulitzer Prizes of the same period for fiction, drama, poetry, history, biography and music. Which of these awards (Nobel or Pulitzer) is more important? Why?

2. Fourteen Nobel Prizes in physics, chemistry and medicine were won by Americans between 1920-1946. Make a chart showing who these Americans were, when they won the Prize, in what field and why they were honored.

3. On an outline map of Eastern Asia, show the growth of the Japanese Empire. Use different colors to show each acquisition of territory from 1890-1937.

4. On a map of the world, indicate the following:

   a. Countries signing the Four Power Pact.
   b. Chinese provinces returned to her by Japan.
   c. Countries signing the naval-limitation treaty.
   d. Country whose integrity was guaranteed.

5. See how well you have learned the location of the states by labeling a desk outline map of the United States with the names of all the states. DO NOT look at a labeled map until you have finished. Then study errors and omissions.

6. Prepare charts illustrating the agreements of the Washington Conference.

7. On poster paper, draw a diagram illustrating the chain reaction that led to the deepening of the depression.

8. Make a time line of the period 1919 to 1932, illustrating important national (political, social, cultural and economic) events and important international events.

9. Prepare a chart of the events or developments in our international relations during the 1920's, showing how the United States was willing to cooperate with other nations.

10. Make a chart of the Hoover Administration's efforts to combat economic decline. Indicate those which were continued and those that were either discontinued or replaced by other measures.

11. Make a graph indicating the total immigration and emigration figures for the United States in 1904, 1914, 1934, 1944, 1954, 1964. Can you explain some of these figures? What conclusions may one draw after studying the graph? (Helpful source: World Almanac.)

12. Make a graph indicating the number of gainfully employed people in the following industries for the years 1910, 1925, 1940, 1960.

    a. Automobile.
    b. Aviation.
    c. Moving pictures.
    d. Television.
    e. Coal mining.
    f. Harness making.

13. Draw a time table of contemporary Cultural, Economic and Political events of the period 1920-1928. Use two columns with the following headings: AT HOME and ABROAD.

Projects

1. Present a fashion show in which the members of a committee are dressed in the various fashions worn in the 1920's.

2. Prepare an exhibit to illustrate life during the 1920's. Include pictures of automobiles, electrical appliances, fashions, advertising, art, sports, newspaper headlines, popular sports, songs, movies, political cartoons.

3. Plan a blackboard mural of the 1920's. Develop the mural so that the headlines of the principal political and economic events are above the illustrations of each.

4. Bulletin Board Display: postcards, snapshots, pictures from magazines showing the costumes worn in the twenties. Also show the automobiles, trains, airplanes, telephones, household furnishings, etc.

5. A committee might prepare a mural depicting the changing American policy toward the nations of Latin America from World War I to World War II.

6. Socio-Drama:

   a. Write a short play in which representatives of the nations of Europe and Asia state their national aspirations before the peace conference of 1919.

   b. Ask the class to turn back the clock to 1920. Assign some to be Democratic Senators, others Republicans. Let some be Mid-westerners, farmers, laborers, and Progressives. Discuss this question: Should the United States join the League of Nations?

7. In school or local library, study the pictures in artbooks of paintings by artists of the Lost Generation. Report on your preferences and give reasons why you chose as you did.

8. In a committee, collect and display the following dealing with the twenties:

   a. Songs.
   b. Poems.
   c. Anecdotes.
   d. Pictures.
   e. Bits of wry humor.

9. A committee, working with the school's art department, can prepare an exhibit of American art between the two World Wars. Short lectures to accompany the display will enhance and enrich the content.

10. Draw cartoons dealing with one of the Presidents or one of the elections during the period 1920-1928.

11. Prepare a bulletin board display or exhibit of pictures and drawings contrasting the styles of the 1920's with those of pre-World War I. Use same activity to compare with the styles in the fifties and in the sixties.

12. For a committee: Organize a bulletin board display around the theme "Boom and Bust." Each member can prepare pictures, cartoons, or symbols with labeling, to show one situation as it helped to create the "boom," and then one situation as it led to the "bust."

13. Draw a cartoon illustrating Charles E. Hughes' ratio for capital ships as proposed at the Washington Conference.

14. Draw a cartoon to express public indignation over the Teapot Dome Scandal.

15. Draw a poster using two large headings:
FACTORS PROMOTING SINO-AMERICAN FRIENDSHIP IN THE 1920's
FACTORS CONTRIBUTING TO JAPANESE-AMERICAN HOSTILITIES

16. Prepare a scrapbook or a bulletin board display or an exhibit of the following for the 1920's.

a. Post cards.
b. Magazine pictures.
c. Costumes and styles.
d. Automobiles, airplanes, trains.
e. Household furnishings.

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UNIT TWELVE

DEPRESSION AND THE NEW DEAL - 1929-1941

Concepts

Primary Concept: rebuilding the capitalist system.

The depression that followed the stock market crash of 1929 was an economic collapse of massive proportions. It demonstrated in the most sobering and convincing manner that the economic and social cost of a depression in a modern industrialized economy is prohibitive. The great social unrest and a rising threat of political radicalism by 1932 made it also evident that a modern depression could jeopardize the capitalist system itself. Yet periodic depressions were a built-in feature of the traditionally laissez-faire, capitalist industrial economy.

Dismayed at President Hoover's timid measures for economic recovery, the American people turned to the Democratic Party and to the candidate who promised bold and vigorous action. Franklin D. Roosevelt promised them a New Deal. The New Deal was many things, but it was above all others a program for rebuilding the capitalist system. Through congressional legislation and executive policy the Democratic Party attempted to restore prosperity and to build into the economy safeguards against future depressions.

Secondary Concepts: assisting industrial recovery; planning agricultural prosperity; encouraging the organization of labor; regulating economic activity; securing social justice.

Much of the legislation of the New Deal was concerned directly or indirectly with assisting industrial recovery. Especially during the first two years of his administration, President Roosevelt worked very closely with industrial leaders for this purpose. His effort to get the industrial sector of the economy functioning again involved large expenditures and an unprecedented peacetime intrusion of the federal government into economic affairs. It

appeared to be necessary for recovery.

In like manner the President and Congressional leaders worked closely with representatives of agriculture in planning agricultural prosperity. Combining features of the McNary-Haugen plan of the 1920's with innovations of its own, Congress put together a system of agricultural price supports. Other legislation protected mortgaged farms from foreclosure, extended credit to farmers on easier terms, promoted soil conservation and provided aid for resettlement on better lands.

The third major economic group that the New Deal aided in its effort to re-establish prosperity was industrial labor. Congress partly accomplished this end by legislation establishing a federal minimum wage. Of even greater importance was the labor legislation which strengthened the position of labor unions thereby encouraging the organization of labor. Organized in effective unions, labor was better able to improve its own economic position.

Much of the New Deal program consisted of laws or policies designed to prevent future depressions by regulating economic activity. This included federal regulation of the stock market, a managed currency, the creation of new regulatory agencies, an active anti-trust campaign and deficit spending on relief and public works. In the regulation of business the New Deal represented a continuation and extension of the Progressive movement.

The New Deal was also concerned about securing social justice and social security for a larger number of the American people. It recognized a responsibility for caring for the aged and disabled through the Social Security System. The residents of the depressed Tennessee Valley area were greatly benefitted by the establishment of the Tennessee Valley Authority. The Rural Electrification Administration helped to bring cheap electricity to farm families. Various relief programs brought food and clothing to the needy and the unemployed.

Content Guide

I. The Great Depression.

A. Causes of the depression.

B. The industrial collapse: bankruptcies and unemployment.

C. The crisis of agriculture: low prices, mortgage foreclosures and drought.

D. The Hoover Administration.

E. Indications of social unrest: the farmers' strike and the bonus march.

F. An increase of political radicalism: Socialist and Communist activity.

II. The New Deal Begins.

A. The election of 1932: Roosevelt versus Hoover.

B. The first Hundred Days: the New Deal begins.

C. Emergency relief: Harry Hopkins and the dole.

D. Public Work and work relief.

E. PWA, CWA and WPA.

F. Conservation and relief: the CCC.

III. Moving Toward Recovery.

A. Mobilizing industry: the NIRA.

B. Planning agricultural prosperity: AAA

C. The new deal for labor: NIRA, the Wagner Act and the Fair Labor Standards Act.

D. Partial recovery: "pump priming" with public works.

E. Final recovery: defense spending for the Second World War.

IV. Toward a Managed Economy.

A. New Deal monetary policy: devaluing the dollar.

B. Banking policy: FDIC.

C. Controlling the speculators: the Securities Exchange Commission.

D. Deficit spending: stimulating the economy by relief and public works.

E. Regulating industrial organizations: Holding Company Act.

F. Policing big business: The Justice Department under Thurman Arnold.

G. New Regulatory agencies: FCC and CAA.

V. Social Justice and Social Security.

A. Redistributing the wealth: the New Deal tax policy.

B. A new deal for the aged: Social Security Act.

C. Area redevelopment: Tennessee Valley Authority.

D. Electricity for the farmers: Rural Electrification Administration.

VI. Critics of the New Deal.

A. Business: The Republican Party and the Liberty League.

B. Radical alternatives: Huey Long, Francis Townsend and Father Coughlin.

C. Rejection of Marxist Radicalism: Norman Thomas and William Z. Foster.

D. Storm over the Supreme Court: the court-packing episode.

E. Growing opposition in the South: Congressional elections of 1938.

AAA - Agricultural Adjustment Act
CAA - Civil Aeronautics Authority
CCC - Civilian Conservation Corps
CWA - Civil Works Administration
FCC - Federal Communications Commission
FDIC - Federal Deposit Insurance Corporation
NIRA - National Industrial Recovery Act
PWA - Public Works Administration
WPA - Works Progress Administration

ACTIVITIES

Reports - Oral and Written

1. Oral reports may be assigned on, the ABC agencies of the New Deal, Roosevelt and the Supreme Court, The Bank Holiday, Huey Long and "Share The Wealth."

2. Have students prepare a debate on "The Planned Economy versus the Free Enterprise System."

3. Have students prepare and read excerpts from Roosevelt's speeches.

4. Have an open forum and/or panel discussion on the personal life of Roosevelt including his vote getting ability and his ability to overcome his handicap.

5. Prepare reports on the New Deal solution to problems of (a) industry and (b) agriculture. To what extent did it solve them? (Helpful source: Basil Rauch, History of the New Deal, 1932-1938, Farrar, Straus.)

6. Prepare a paper on this subject: "The Roots of the New Deal - as found in the ideas of Presidents Jefferson, Jackson and Wilson."

7. Compare America's attempts to maintain neutrality before the war of 1812, World War I and World War II. (a) What were similarities and differences? (b) Why did the attempts fail?

8. Reports in committee for either debates or round table discussion on the following plans: (a) Roosevelt's Supreme Court reorganization. (b) Should the Tennessee Valley Authority be turned over to private owners?

9. Report in committee on this subject: Was the New Deal a revolution or an evolution? (Helpful source:"The New Deal: Revolution or Evolution," a pamphlet in Problems in American Civilization, Amherst Series, Heath.)

10. Prepare a written report on: (a) Music and art of the era 1919-1939, (b) Several books and authors popular in this period.

11. Debate: Was the downfall of the League largely due to its failure to halt aggression by Germany, Japan and Italy? Agree or disagree. Support your views.

12. Contrast the results of the failure of the League to take action against Hitler with the results of action taken in Korea by the United Nations.

13. Report on the Munich Conference. What stand was taken by each of the powers represented? Why? What powers took no part in the conference? Why? (Helpful source: Bemis , Europe Since 1914.)

14. Report on the Royal Air Force and the Battle of Britain. (Use Churchill's, Their Finest Hour.)

Maps, Charts and Graphs

1. Have students prepare charts showing progress toward economic recovery under Roosevelt's New Deal.

2. Students may prepare maps showing the distribution of electoral votes received by the Democrats and the Republicans in the presidential elections of 1932, 1936, 1940 and 1944.

3. Draw time lines from various periods prior to 1933 to the beginning of World War II. Above the line, write important domestic events. Below the line, place the important international developments.

4. On an outline map of Eastern Asia, show the growth of the Japanese Empire. Use a different color to show each acquisition of territory from 1890 to 1937.

5. On an outline map of Europe, show the step-by-step aggression of Germany and Italy from 1935 to 1939. Use color and make a key to explain the map.

6. On an outline map of the United States, indicate the area affected by the Tennessee Valley Authority sites, the Grand Coulee, Bonneville and Hoover Dams.

7. Prepare a chart on the New Deal activities using these headings:

NEW DEAL ACTIVITIES

Problems	Relief Measures	Recovery Measures	Reform Measures

8. Make a time line of the United States - Japanese relations from 1900 to Pearl Harbor.

Projects

1. Have students prepare a display of the TVA.

2. Have students interview people in the community connected with various government agencies such as the Social Security Office, County Agent, Welfare Department or from the local bank in the Federal Reserve System.

3. Search for old magazine or newspaper files that you may be able to find in your community of the New Deal era. Make a bulletin board display of cartoons and contemporary pictures of this period with appropriate captions.

4. In a sketch or painting, show how the building industry is dependent upon various products and the labor of many differing areas of the nation.

5. Prepare cartoons illustrating opposition to, or support of, the New Deal.

6. Prepare a chart on the New Deal using the following headings:

NEW DEAL SOLUTIONS

Problem	Solution	Temporary or Permanent

Then discuss whether the New Deal relief program was helpful or harmful.

7. Draw a cartoon of one of the following: (1) Roosevelt's attempt to "pack" the Supreme Court. (2) The way Henry Wallace's ever-normal granary was supposed to work. (3) The first AAA. (4) Social Security Act.

8. For committee: Dramatize a series of sidewalk TV interviews on opinions of the New Deal. Time: Summer, 1933. What kinds of people should be included to give a broad sampling of public opinion?

9. Arrange a bulletin-board display on the inter-American conferences in the 1930's using a map of the Western hemisphere. Join Washington, D. C. by streamers to cities where conferences were held and attach to each conference site a brief statement of the achievements.

10. Draw two cartoons about the destroyer-bases deal, one for an isolationist paper and one supporting Roosevelt's action.

11. Make a survey of your community to find work done by the CCC, WPA and PWA. Then make a table locating and describing each project. Did they have permanent worth to the community as well as immediate value in relieving unemployment?

12. Look in newspaper and magazine files for 1940 to discover the nation's reactions to whether the above projects had permanent worth to the community as well as immediate value in relieving unemployment. Include cartoons in your study. Report your findings to the class.

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UNIT THIRTEEN

THE EMERGENCE OF THE UNITED STATES AS A WORLD LEADER - 1941-1948

Concepts

Primary Concept: accepting responsibility for world leadership.

The United States had joined the ranks of the world powers before the end of the nineteenth century. It made little effort, however, to exert its leadership over other world powers. By remaining out of the League of Nations after the First World War, the United States pointedly rejected responsibility for world leadership. It did continue to be involved in world affairs, especially in the Far East and in Latin America.

The United States was drawn again into a major involvement in Europe during the Second World War. The military necessities of this war and Roosevelt's wartime policies prepared the foundation for large scale involvement in European affairs. The wartime agreements which the United States had made with its European allies were transformed into binding political commitments with the advent of the Cold War. This time the American people accepted the responsiblility for leadership and took up the burden of maintaining the peace. They supported with determination a series of new departures in foreign policy.

Secondary Concepts: assuming military leadership; accepting responsibility for political leadership; assisting the economic development of other nations.

The commander in chief of the armies of the Western Allies during the First World War was General Ferdinand Foch, a Frenchman. In the Second World War an American, General Dwight D. Eisenhower, was appointed Supreme Commander of the Allied forces in Western Europe. The United States assumed military leadership of the West. In exercising this leadership during the war, the United States cooperated closely with Great Britain and its other allies. The

United States continued to hold this position during the Cold War that followed. It took the lead in organizing the North Atlantic Treaty Organization and contributed the largest number of divisions to the forces under its command.

After the Second World War the American People also accepted responsibility for political leadership. American statesmen took the initiative in planning and founding the United Nations Organizations. They conceived it as a peacetime continuation of the Grand Alliance then engaged in defeating the Germans and the Japanese. After the effectiveness of the United Nations was reduced by Soviet vetoes in the Security Council, the United States took the initiative in forming an alliance system outside the U.N. The result was such treaty organizations as NATO and SEATO.

Recognizing that economically weak or economically backward nations tended to be the most susceptible to Communist subversion, the United States also accepted responsibility for assisting the economic development of other nations. This was the object of several economic aid programs initiated by the United States after the war. Among these were the Marshall Plan for rebuilding the economies of Western Europe and the Point Four Program for developing backward countries.

Content Guide

I. The United States Enters the War.

   A. Involvement in the Far East: assistance to China during the 1930's.

   B. Non-involvement in Europe: neutrality legislation.

   C. Beginning of war in Europe.

   D. Moving away from neutrality: the Lend-Lease Act.

   E. Moving toward war: Japanese-American relations, 1940-41.

   F. The Pearl Harbor attack.

II. The Grand Alliance.

A. The Atlantic Charter: the United States and Great Britain.

B. The Declaration of United Nations: forming the Grand Alliance.

C. Running the Grand Alliance: combined Chiefs of Staff, strategy conferences of the United States and her allies from Casablanca to Potsdam.

D. The basic strategy: defeat Germany first; then Japan.

III. The War in Europe.

A. The North African Campaign: British and American efforts.

B. After North Africa: Sicily and Italy.

C. The Eastern Front: Russian victory at Stalingrad.

D. Opening the Western Front: The Normandy Invasion.

E. The Drive into Germany: the Allies converge.

F. The Germans surrender: the Russians take Berlin.

IV. The War in the Pacific.

A. The revolution in naval strategy: aircraft carrier warfare.

B. Stopping the Japanese advance: Battles of the Coral Sea and Midway Island.

C. The United States takes the offensive: the strategy of island hopping.

D. The drive toward Japan: Iwo Jima and Okinawa.

E. The defeat of Japan: air and submarine warfare.

F. Dropping the atomic bomb: Japan surrenders.

V. The Cold War Begins.

A. Organizing the United Nations: the effort to perpetuate the Grand Alliance.

B. The Russians in Eastern Europe: breaking the pledges of Yalta.

C. Obstructing the United Nations: Soviet vetoes in the Security Council.

D. Checking the Russian advances: the policy of containment.

E. The strategy of containment: military and economic aid.

VI. The Search for Security.

A. The Truman Doctrine: saving Greece and Turkey.

B. The Marshall Plan: aiding the economy in Western Europe.

C. Point Four Program: aid to underdeveloped countries.

D. Building up West Germany: establishing the Federal Republic.

E. Holding the line in Berlin: the Berlin blockade and airlift.

F. Completing the Western Alliance: the North Atlantic Treaty Organization.

G. Extending the alliance system: the Anzus Treaty, the Organization of American States, the Southeast Asia Treaty Organization.

ACTIVITIES

Reports - Oral and Written

1. Divide the class into two teams. Let one team do research on the Allied Army, the other team the Axis Army. An oral comparison should follow along the lines of a class discussion.

2. Written reports may be assigned the students on important campaigns, battles or leaders of World War II.

3. Organize a panel discussion by the students around the contribution of each of the Allies to the war effort.

4. Oral reports may be assigned on such topics as "The Acceptance of Responsibility for World Leadership by the United States," "How the United States assisted in the Economic Development of Europe After the War," "Britain's Battle for Life," "The Nazi Occupation of France," "How Hitler Fought the War," etc.

5. Write a report comparing the war on the home front in World War I with that in World War II.

6. Report on the development and use of radar and its present peace-time services.

7. Debates or panel discussion on one of the following:

   a. Resolved: That the veto power should be eliminated from the Security Council.
   b. Resolved: That we should have continued to support Chiang Kai-Shek in and after 1947.
   c. Resolved: That our foreign aid also helped the United States.

8. Write an editorial for a newspaper (1946) commenting favorably or unfavorably on the offer of the U.S. to turn over all its atomic secrets and materials to an international authority.

9. Prepare a panel discussion on the subject "How science contributed to Allied Victory in World War II." (Helpful source: Readers Guide for Periodical Literature.)

10. Write an imaginary dialogue between:

    a. Tito and Stalin.
    b. Chiang Kai-Shek and Mao-Tse-tung.
    c. Truman and MacArthur.
    d. Eisenhower and Nasser.

11. Write an editorial as might have appeared in a Greek or Turkish newspaper on the Truman Doctrine.

12. Prepare a short news broadcast on the Chinese Civil War.

13. Write an essay entitled "How to Bring About a Thaw in the Cold War."

14. Investigate any specialized agency of the U.N. Then report on (a) its aims, (b) obstacles it has faced, (c) its achievements and (d) your recommendations regarding it.

Maps, Charts and Graphs

1. Have students prepare outline maps of Europe and the Pacific theaters to individually plot the progress of the Allies.

2. Draw a time line showing the chronological progress of World War II. Students should prepare this for their own use.

3. Students may make charts showing the advantages and disadvantages of each of the Allied countries and each of the Axis countries.

4. Students may prepare maps showing the countries of Europe annexed or overrun by Hitler.

5. Make a diagram showing how the U.N. is organized and compare it with the League of Nations.

6. In parallel charts list some successes and failures of the U.N. from 1945 to 1952.

7. On an outline map of Asia, show the trouble spots in the postwar period. Show also the defense alliances and pacts made by the U.S. with Asian powers.

8. Make a timetable of what you consider the ten most crucial events of World War II. Opposite each, tell why you selected it as crucial.

9. On an outline map of the world, locate the trouble spots in the Cold War.

Projects

1. Have students prepare a collection of articles, newspapers and magazines, about battles, personalities or events of World War II.

2. For a class display, a large map of Europe and the Pacific may be made by students for the bulletin board showing the different countries participating and using flags or pennants on pins to mark the battles and victors.

3. A classroom display (or for the library so other classes may see it) can be made by the students of guns, helmets, medals, etc. of World War II.

4. Draw cartoons or write a poem expressing your feelings about:
   a. Pearl Harbor attack.
   b. Fall of Corrigidor.

c. Merchant seamen on the Archangel-Murmansk run.
d. D-Day Invasion.
e. Blood Donors.
f. Black marketeers.
g. Dropping of the Atomic Bomb.

5. Arrange a collection of books or magazines and pictures illustrating the reconstruction of Europe under the Marshall Plan; the Berlin Airlift; or the American occupation of Japan.

6. Arrange in committee a display of W.W. II using the following topics:

a. Songs or slogans popular during the war.
b. Movies or television programs about the war.

7. Draw cartoons illustrating the following:

a. Iron Curtain.
b. Tug of war over Germany.
c. Communist propaganda in Asia.
d. Point Tour Program.
e. American occupation of Japan.
f. The unstable Middle East.

8. In committee prepare a bulletin board display on the Cold War to include newspaper or magazine clippings, maps, quotations and illustrations.

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UNIT FOURTEEN

FROM THE NEW DEAL THROUGH THE GREAT SOCIETY - 1945-1969

Concepts

Primary Concept: consolidation and extension of the New Deal reforms.

Much of the domestic legislation of the Truman, Eisenhower, Kennedy and Johnson administrations represents a consolidation and extension of the New Deal reforms. This postwar period stands in sharp contrast to the decade following the First World War. Reform measures were out of favor during the earlier period. This was clearly not the case after 1945. New Deal measures such as social security were extended and new reforms, such as slum clearance and civil rights, were taken up. The return of the Republicans to Washington in 1952 did not bring a reversion to unregulated, laissez-faire capitalism. Price supports for agriculture continued and the regulatory agencies continued to function.

Secondary Concepts: expanding the welfare state; securing civil rights; maintaining a healthy economy.

Both Democrats and Republicans by the 1950's were committed to a policy of expanding the welfare state. The respective party program differed somewhat in detail and degree, but both were in the tradition of the New Deal. Legislation was directed to this and included extending the social security system to additional millions of people, providing federal loans for housing and slum clearance projects, extending federal aid to education through student loans and loans for school building construction and aid to depressed areas.

Both major parties also agreed that the federal government had a responsibility for maintaining a healthy economy. They continued to

support a program of price supports for agriculture, a federal minimum wage for labor and tax incentives to encourage investment in industrial plants and equipment. The major difference between the parties on this question was the somewhat greater reluctance of the Republicans to engage deficit spending to stimulate the economy when faced with a recession.

The most controversial extension of federal authority during this period was the effort to secure civil rights for Negroes. The effort to extend to the largest racial minority in the United States, privileges and opportunities equal to those of the majority received major impetus during and after the Second World War. By executive order President Truman ended segregation in the civil service and in the armed services. The Supreme Court decision in Brown versus Board of Education of Topeka shifted the emphasis to ending segregation in education. Later legislation by Congress forbade segregation in places of public entertainment, guaranteed voting rights to Negroes, and limited the degree of segregation permitted in housing.

1. Postwar Domestic Problems.

   A. Adjusting soldiers to civilian life: the Servicemen's Readjustment Act or the "GI Bill of Rights."

   B. Housing shortage: the GI's come home.

   C. The reconversion of industry: from tanks to autos.

   D. Inflation: the end of wartime price controls plus the upward pressure on prices caused by pent-up demand, wartime savings and a limited supply of consumer goods.

   E. Strikes and labor unrest: the Taft-Hartley Act.

   F. Pressure for civil rights legislation: Dixiecrats and Democrats in 1948.

II. Harry Truman's Fair Deal.

A. Election of 1948: Truman versus Dewey.

B. The Fair Deal: Truman's domestic program.

C. Extending social security: ten million people added.

D. Slum clearance and public housing: improving life in the cities.

E. Continuing agricultural price supports: Agricultural Act of 1949.

F. Increasing the minimum wage: 75 cents an hour.

G. Fair Deal measures proposed but not enacted: civil rights legislation, a Department of Public Welfare, federal aid to Education, repeal of the Taft-Hartley Act.

III. Security in the Atomic Age.

A. External security: creation of the Department of Defense, the National Security Council and the Central Intelligence Agency.

B. Internal security: McCarren Act and loyalty investigation.

C. Atomic Energy Act: establishing a government monopoly.

D. The Presidential Succession Act: placing the Speaker of the House third in line.

E. The Twenty-second Amendment: limiting the president to two terms.

IV. The Republican Interlude.

A. Election of 1952: Eisenhower versus Stevenson.

B. Business interests return to Washington: the Dixon-Yates episode.

C. Republican fiscal policy: balancing the budget.

D. The Republican economy: periodic recessions.

E. Social legislation: Department of Health, Education and Welfare, extending social security, slum clearance and urban redevelopment.

F. The re-election of Eisenhower: the election of 1956.

G. "Modern Republicanism:" acceptance of the New Deal, the United Nations and foreign aid.

V. The New Frontier.

A. The election of 1960: Kennedy versus Nixon.

B. Kennedy's economic program: Proposals for tax reduction, increased spending on public works, higher federal minimum wage, aid to depressed areas, tariff reduction.

C. New Frontier social reforms: federal aid to education, medical care for the aged, closer regulation of drugs and civil rights legislation.

D. Toward the New Frontier: battles with Congress and limited success.

E. The assassination: a nation mourns.

F. Lyndon B. Johnson takes command: from the New Frontier to the Great Society.

VI. The Great Society.

A. Lyndon B. Johnson: Texan, New Deal Congressman and Senate Majority Leader.

B. Johnson's success with Congress: the tax cut to stimulate the economy, the Civil Rights Act of 1964 and the Economic Opportunity Act ("Anti-Poverty Act").

C. The election of 1964: Johnson versus Goldwater.

D. Toward the Great Society: the Civil Rights Act of 1965, Medicare for the aged, large scale federal aid to education (expansion of the National Defense Education Act and enactment of the Elementary and Secondary Education Act and the Higher Education Act).

VII. The Vietnamese War.

A. Origins.

B. Course of the War.

C. The election of 1968.

1. Opposition to the War.
2. The American Party and opposition to civil rights.
3. The danger of a constitutional crisis.
4. The election of Nixon.

D. Inconclusiveness of peace negotiations.

E. Rapid pace of scientific advance: Apollo 11. Man walks on the Moon.

ACTIVITIES

Reports - Oral and Written

1. Investigation of all Federal employees, in 1947, by the FBI and Civil Service.

2. Report on the Truman Doctrine.

3. Report on the Marshall Plan.

4. Report on protective alliances and agreements that link America with the rest of the world.

5. Report on the "Teamsters Union." How it came about, members, leaders, ideas, etc.

6. Report on the present controversy over Section B of the Taft-Hartley Act, presenting a brief history of the Act.

7. Trace the major developments in extending the Social Security Act of 1933 up through today.

8. What are the latest civil rights legislation concerned with? Discuss.

9. Report on the "Head Start" Program and other Poverty Programs.

10. Discuss some new federal cabinet posts that may be created in the near future.

11. Discuss some criticisms regarding the present Presidential Succession.

12. Discuss the new "Medicare Bill," bringing out its features and some criticisms of it.

13. Prepare a research paper on the "Origin and Development of the Cold War between the United States and Communism." (Russia and China also.)

14. Prepare a research paper on the problem of inflation, giving its history, what it means, how it affects world conditions and how it can be remedied, etc.

15. Report on the present splits in the Republican Party, discussing major leaders, ideas, effects on the party, etc.

16. Prepare a research paper on the subject, "A Controversial Character -- Harry S. Truman." Bring out why he was considered as such and give his life and achievements as President.

17. Report on the history of the Communist Party of the United States and what has been done about it by legislation.

18. Prepare a research paper on President Lyndon B. Johnson giving his life, education, his rise to power, his ideas and why he is considered a politician rather than a statesman, etc.

19. Prepare a report showing the conversion of American industry from a war-time to a peace-time basis, being certain to include problems of rising prices and wages, placement of discharged servicemen and the role of women in postwar industry and business.

20. Prepare a report on the post war period of inflation and include causes, effect on industry and business, effect on consumers and efforts of the President to control inflation.

21. Prepare a report comparing the Square Deal of Teddy Roosevelt, Wilson's New Freedoms, Franklin D. Roosevelt's New Deal, The Fair Deal of Harry Truman, President Kennedy's New Frontier and President Johnson's Great Society. Be sure to include the major objectives of each program and the legislation dealing with labor.

22. Prepare a report concerning the problems of agriculture in post war America. Trace the development of price support and subsidy programs since 1949.

23. Prepare a report on Civil Rights legislation since 1920.

24. Prepare a report on one of the following: (1) The Central Intelligence Agency, (2) Atomic Energy Act, (3) The Presidential Succession Act, (4) The Twenty-Second Amendment.

25. Prepare a report on Dwight Eisenhower and his rise to the Presidency.

26. Prepare a report on the accomplishments of the Eisenhower Administration. Account for the popularity of Eisenhower even though other Republicans did not fare as well.

27. Prepare a report on the Assassination of President Kennedy.

28. Prepare a report showing the trend toward the welfare state since 1930. Be certain to include the changing attitude of the American public since 1945.

29. Compare and contrast the political discontent in the farm belt in the 1950's with the Populist Revolt of the 1890's.

30. Compare the back-to-normalcy measures of the 1920's with the economic forces at work in the period following World War II. What factors in our economy and in government policy may help us avoid any depression in the future?

31. Hold a panel discussion or debate on one of the following:

    a. Resolved: That unions and management should be compelled to accept arbitration in disputes which affect the welfare of the nation.

b. Resolved: That residents of suburbs should help the central city solve some of its problems.
c. Resolved: That railroads should be government subsidized.

32. Reports on the following topics:

a. Developments in our relations with Latin American nations in the 1960's.
b. Growth and future of the Common Market.

33. Imagine you are a soldier in Korea. Write a letter home telling about the country and the campaigns you fought.

34. Debates: Resolved: That the United States should not have let Cuba become a Soviet Satellite.

35. Biographies to include important events in the lives of the following:

Harry Truman
Syngman Rhee
Nikita Khrushchev
John Foster Dulles
Fidel Castro
Dag Hammarskjold
Jawaharal Nehru
Konrad Adenauer
Alger Hiss
George C. Marshall
Indira Ghandi
Douglas MacArthur
Dwight D. Eisenhower
Gamal Nasser
John Kennedy
Dr. Jonas Salk
Adlai Stevenson
Mao-Tse-tung
Joseph McCarthy
Chiang Kai-Shek
Clement Attlee
Herbert Hoover

36. Prepare a round table discussion on one of the following:

a. Disappearance of individual privacy in American life (Consult Vance Packard's The Naked Society and Myron Brenton's The Privacy Invaders).
b. Influence of radio and television on American education and culture. (Use Seldes, G. The Great Audience.)

37. Write a television script on Castro's Cuba, keeping in mind all the aspects that make for drama and significance.

38. Read and report on the following topics:

a. Eisenhower's Atoms for Peace.
b. Communist Control Act.
c. Nuremberg Trials.
(Helpful Source: America in the World: 20th Century History in Documents, edited by O. T. Barck, Jr.)

39. Write an article entitled, "The United States in 1980." Include in your predictions the following areas:

a. Home conveniences.

b. Sources of powers.
c. Transportation and communication.
d. Education.
e. Recreation.
f. Standards of living.
g. The Cold War.
h. Industrial advances.
i. Medicine.

40. In committee, compile a report on urban renewal, investigating the following:

a. Aims.
b. What is being done about it in various areas of the country.

41. Write an essay on one of the following:

a. "I Lost My Job Through Automation."
b. "I Found My Utopia in Suburbia."
c. "I Served on the Nautilus."
d. "My Flight in Space."
e. "I live in a depressed area."

42. Draw up arguments pro or con on: The Federal Government should contribute billions of dollars to the states for public education.

43. In committee, investigate the great economic changes that have taken place since World War II in the following:

a. East.
b. South.
c. Middle West.
d. Far West.

Make mimeographed report of above for class distribution.

44. In committee, investigate the progress of automation in:

a. Industry.
b. Agriculture.
c. Education.
d. Armed forces.
e. Recreation.
f. Communication.
g. Transportation.
h. Any other field.

45. Investigate the details of the McCarran - Walter Act to find out why it "has been condemned and -------- furiously defended." Write your own conclusions.

46. Compare President Kennedy's Inaugural Address with that of any other recent President. Then write a paper pointing out (a) similarities and (b) differences.

47. Write an imaginary conversation such as might take place at a meeting of President Johnson's Cabinet.

48. Write a speech in which you prove the thesis that the world cannot afford (a) economically, (b) militarily or (c) politically, a deep depression in the United States.

Maps, Charts and Graphs

1. Chart on the Presidential Succession Line:

   a. Before Act of 1947.
   b. After Act of 1947 - present.

2. Chart on Campaign of 1948:

   a. Political parties.
   b. Political candidates.
   c. Per cent of vote.
   d. Platform figure - examples: donkey, elephant, rebel flag and red star.

3. Chart showing the streamlining of government: Student's idea of "before and after." Example: old jalopy and sleek sedan.

4. Combination of report and map on the Berlin airlift.

5. Maps (2) of Korea:

   a. Large map of east Asia.
   b. Map of North Korea and South Korea.
   c. Show Korea's relation in miles and climate to:
      1. China.
      2. Japan.
      3. Russia.
      4. United States.

6. Map of the countries involved in the NATO Alliance.

7. Chart the elections of 1948, 1952, 1960, 1964 and 1968. Include candidates, issues, influence of third parties, popular vote and electoral vote.

8. On a map of the United States, show the nation's ten largest cities in 1940, 1950 and in 1960.

9. On a map of the United States, show population density in the East, South and West in 1920, 1940 and 1960. On the back of the map cite evidence of continued westward movement.

10. Using a map of Korea, give the following information: Locate the 38th parallel, the Yalu River, Panmumjom, Seoul, Inchon and Pyongyang. Use a colored pencil to shade the smallest area held by UN troops in 1950. Draw a line in red indicating farthest advance of UN troops and one in blue showing the Cease-Fire Line of July 1953.

11. Draw a time line for the period 1941 to the present. Divide it into subdivisions of four years each. Above the line write the important domestic events for each subdivision. Below the line insert the important international developments.

12. On an outline map of the world, indicate the area where communism and democracy oppose each other. Make a special notation of areas that have come under communist domination since 1945.

13. Using charts, provide summarized trends in occupations, income distribution, school and college enrollment and the relation of the labor force to the total population.

14. On a map of the United States, show major concentrations of Negroes.

15. Indicate on a graph at five-year intervals how minimum wages have risen and how maximum working hours have been lowered since 1945.

16. Make a circular diagram and show on it the periods of depressions, recessions and booms since the 1930's.

17. Make a three column chart. On it list the new Lyndon B. Johnson Great Society laws (civil rights, medicare, etc.). In the next column, give the primary function of each and in the last column put the estimated cost of the program.

18. Using circular diagrams (indicate money spent on various things in each diagram), compare the budgets of 1948, 1955, 1960, 1965 and this year.

19. Indicate on a graph, at five-year intervals, the amount of money that the United States has spent on foreign aid since 1946.

20. Make a chart indicating how agricultural conditions have changed since the early history of the United States through today.

21. On a map of the United States indicate the ninteen states that have Right-to-Work Laws.

22. On a world map indicate which countries belong to NATO.

23. Indicate on a graph, at five-year intervals, how the value of the dollar has changed since 1935.

24. Construct a time table depicting major events since 1945. Use headings: AT HOME and ABROAD.

25. On an outline map of the world, show which nations became independent in the fifteen years after World War II.

26. On an outline map of the world, color in <u>red</u> the areas that have come under communist control since 1940. Color in <u>blue</u> areas that have become independent from the rule of the Western Powers during the same period.

27. Make a graph showing the expenditures of our Defense Department since 1946. How do you account for the "ups" and "downs"? Write a few sentences explaining them.

28. Make a chart comparing the Square Deal, the New Freedom, the New Deal, the Fair Deal and the New Frontier. In each case state:

    a. President responsible for it.
    b. Basic purpose.
    c. Chief accomplishments.

29. On a map of the world, mark the "hot spots" that have been the seats of world tension since 1945. Explain the causes of each crisis and give the outcome of each.

30. Make a three-column chart in which you outline the provisions of:

    a. Wagner Act.
    b. Taft-Hartley Act.
    c. Landrum-Griffin Act.

31. Make a time line on one of the following:

    a. Cuban-American relations in 20th century.
    b. Panamanian-American relations in 20th century.
    c. Canadian-American relations in 20th century.
    Cite your sources of information.

32. Make a list of what or who you consider the ten:

    a. Most significant events in American history.
    b. Greatest American humanitarians.
    c. Greatest threats to the American dream throughout American history.
    d. Greatest problems still facing the nation.
    e. Presidents who did most for the nation.
    Justify your first three choices.

Projects

1. Get in touch with political leaders of your community. Invite them to speak to your classes on the following:

    a. How a party is organized.
    b. How it reaches decisions.
    c. How it "gets out the vote."
    Have the class discuss comparative advantages of being a party man and an independent voter.

2. Using old and current magazines, prepare a display showing changes in art, housing, architecture, clothing, sports and advertising in the last twenty-five years.

3. Collect quotations from any of the presidential or vice-presidential candidates in 1948, 1952, 1956 and 1960. Indicate in each case what the quotations tell you about the candidate.

4. In a committee, collect newspaper or current magazine clippings for a bulletin board exhibit on labor-management problems today.

5. Make a series of sketches in which you trace the career of Dwight D. Eisenhower.

6. From the American Heritage Series, read "The Presidents and the Presidency" (April, 1956). Then arrange the Presidents in an exhibit in what you consider the order of their greatness.

7. Compile posters of ten quotations that express best what America stands for. Illustrate if possible.

8. In committee, collect cartoons from current newspapers or periodicals that depict various phases of American life today. Indicate what light the cartoons throw on contemporary problems.

9. In committee, make sketches for a mural entitled "Highlights of Life in America since World War II."

10. Interview two or three persons, asking what they consider the most contemporary problems of:

    a. Their local community or city.
    b. Their state.
    c. The nation.
    d. The world.

    Report on to what extent they agree.

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UNIT FIFTEEN

MARX, LENIN AND THE RUSSIAN REVOLUTION

Concepts

Primary Concept: Russia follows the Marxian alternative.

The nineteenth century produced a diversity of men and movements dedicated to changing the conditions produced by industrial capitalism. The more important of these movements in the United States were led by labor leaders, Populists and Progressives who worked within the capitalist system to correct its abuses. Karl Marx proposed another alternative based upon a philosophy of dialectical materialism, an economic interpretation of history and a belief in the inevitability of class struggle. Although Marx was not always consistent, his proposal basically called for revolution in place of reform, a dictatorship of the proletariat rather than democracy and state ownership of the means of production instead of capitalism. Not every Marxist accepted every point of Karl Marx's doctrine. The revisionists, or Marxian socialists, limited their demands to state ownership of production. The more rigid followers of Marx led by N. Lenin, became the present-day Communists. A group of Marxists, headed by Lenin and Leon Trotsky, seized control of a revolution in Russia in 1917 which had already overthrown the despotic Tsarist government. Under their leadership Russia followed the Marxian alternative to become the first totalitarian Communist state.

Secondary Concepts: the philosophy of dialectical materialism; the Marxian interpretation of history; the theory of socialist evolution; the revolutionary alternative to reform.

The philosophy of dialectical materialism is an understanding of reality based upon a dynamic theory of historical evolution. Historical evolution, Marx wrote, is a process by which economic systems are created, reach a stage of maximum efficiency and begin to decay. As they decay, they give

rise to another economic system that in the end destroys them. He saw capitalism on the point of being destroyed by a socialist revolution by producing the conditions which would lead the working class to revolt. The revolution would produce a new socialist system, which would follow the same process of development.

Karl Marx believed that all the great political, social and intellectual movements of history were the surface manifestations of fundamental economic changes. He maintained that every major historical development has been the result of alterations in methods of producing and exchanging goods. The driving force in history, according to the Marxian interpretation of history, is class struggle. It is the key to change and progress.

Closely related to Marx's philosophy of dialectical materialism was a theory of socialist evolution. After capitalism had received its death blow at the hands of the workers, it would be followed by the next stage of historical evolution: the socialist state. This would be characterized by the dictatorship of the proletariat and the state ownership of economic production. The socialist state would soon give way to what Marx considered the highest stage of evolution: a condition of perfect communism. Perfect communism meant a classless society in which each person worked for his living and received from the total fund of wealth produced an amount in proportion to his needs. The state would disappear and the people would govern themselves through voluntary associations. Historical evolution thereafter would be contained within a Communist framework.

Russia in 1917 was on the point of a political and economic collapse. The Tsarist government was despotic and disliked. The Russian economy was badly deranged by the war and the disastrous defeats suffered by the ill-equipped Russian Army. A critical food shortage existed in the cities.

That basic reforms were necessary is unquestionable. In their desperate condition, many of the Russian people were willing to accept any change. A sufficient number of Russian workers and soldiers followed the leadership of the Marxists to commit Russia to the revolutionary alternative to reform.

Content Guide

I. Karl Marx and Communist Doctrine.

A. The historical roots of Marx: mid-nineteenth century Europe.

B. The Marxian philosophy: dialetical materialism.

C. The Marxian interpretation of history: economic determinism.

D. The Marxian vision of the future: the theory of socialist evolution.

E. Organizing Marxism: the First International (1864-1874).

F. The split in the Marxist movement: revisionism versus orthodoxy.

II. The Situation in Russia on the Eve of the Revolution.

A. The political situation: the Tsarist government.

B. The economic situation: the beginning of industrialization.

C. Radical movements and unrest: the revolt of 1905.

D. Russia at war: inefficiency and corruption, Rasputin, the rout at Tannenberg, demoralization and food shortages at home.

E. The Revolution begins: overthrowing the Tsar.

III. The Communist Revolution.

A. The new provisional government: toward a constitutional monarchy.

B. Continuing the war: the provisional government's blunder.

C. The Kerensky regime.

D. N. Lenin: his return to Russia.

E. The fall of Kerensky: Lenin, Trotsky and the Bolsheviks in command.

UNIT SIXTEEN

THE SOVIET UNION UNDER THE COMMUNIST REGIME

Concepts

Primary Concept: the emergence of the Soviet Union as a communist world power.

It took the Communists nearly two years to establish firmly their control over Russia. During that time they fought and won a bloody civil war against supporters of the Tsar and repelled an invasion by Poland and a limited intervention by Allied troops, including Americans. The next twenty years saw the emergence of the Soviet Union as a communist world power. Under the dictatorship of Joseph Stalin the Soviet Union concentrated on building a modern industrial economy to provide the economic base for world power. By a tyrannical regimentation of the Russian people and at enormous social cost, this objective had been largely accomplished by 1940. With the help of the severe Russian winters and American Lend-Lease aid, but at enormous cost in lives, the Soviet Union defeated Hitler's armies on the Eastern front to become one of the victors of the Second World War. After the war Stalin extended the influence of the Soviet Union into Eastern and Central Europe by bringing countries occupied by Russian armies under Soviet domination. By working through national communist parties and by encouraging subversive activities, the Soviet Union also made its influence felt far beyond the Communist bloc.

Secondary Concepts: development of the Soviet economy; building a totalitarian government; extension of Soviet influence.

One of the major objectives of Lenin and Stalin was to rebuild the Russian economy and to do so along Marxian lines. Immediately following the revolution Lenin nationalized the factories of Russia and turned their management over to the workers as Marx had prescribed. The agricultural land was also

confiscated and the farms collectivized. The result was economic chaos. This crisis was survived by a partial and temporary reversion to private ownership and initiative, called the New Economic Policy. The development of the Soviet economy along Marxist lines was continued after 1928 with the implementation of Stalin's First Five Year Plan. Soviet industry expanded rapidly, although agriculture remained a troublesome problem.

A second major accomplishment of Lenin and Stalin was the building of a totalitarian government in Russia. Russia was reorganized administratively into a union of seven and later eleven Soviet Socialist Republics. The real power, however, was lodged in the Communist Party. Stalin developed this system into a ruthless, totalitarian dictatorship. He silenced opposition by terrorist methods. The methods of government in the Soviet Union became somewhat more civilized after Stalin's death, although it remains a totalitarian state governed by the leaders of the Communist Party.

Upon Lenin's death a dispute arose between Stalin and Trotsky over the basic strategy of the communist movement. Stalin advised strengthening the Soviet Union economically and militarily first, then concentrating on world revolution. Trotsky insisted upon spreading the Russian revolution to other countries immediately. Stalin was the victor in this dispute, and Trotsky was exiled and later murdered. Although the Soviet Union sponsored subversive activity throughout the world prior to the Second World War, it was not until after the war that the real extension of Soviet influence took place. Stalin's policy had worked very well. By the 1940's the Soviet Union was strong enough to withstand a German invasion and to launch upon an imperialistic foreign policy after the war.

Content Guide

I. Establishing the Communist State.

A. Preserving the Revolution: the Civil War and the allied intervention.

B. Reorganizing the government: the Union of Soviet Socialist Republics.

C. The role of the Communist Party: rule through the Politburo and the Party Central Committee.

D. The role of the secret police: government by terror.

E. Reviving the economy: the failure of war communism and the beginning of the New Economic Policy.

II. The Rise of Stalin.

A. The death of Lenin: 1924.

B. Stalin and Trotsky: the struggle for power.

C. The triumph of Stalin: expelling the opposition from the party.

D. Trotsky in exile: assassinated in 1940.

III. Russia Under Stalin.

A. Stalin's basic policy: strengthening Russia first -- world revolution later.

B. Toward a Godless state: confiscation of church property; propagating atheism.

C. The return to collectivism: the first Five Year Plan.

D. The collectivization of agriculture.

E. Rapid strides toward industrialization: the world's second largest industrial producer by 1940.

F. The Russian educational system: compulsory elementary and technical education.

G. The dictatorship of Joseph Stalin: the blood purges.

IV. Foreign Policy and the Third International.

A. The Communist International (Third International): sponsoring subversive activity abroad.

B. The recognition of the Soviet Union by Western powers: Germany, 1922; Great Britain and Italy, 1924; the United States (the last holdout), 1933.

C. The threat of Hitler: popular front governments.

D. Russia joins the League of Nations: further improvement of relations.

E. The Russo-German Pact: the new party line.

F. The invasion of Poland: Russia adds territory.

G. Hitler's betrayal: Germany invades Russia.

V. Russia during the Second World War.

A. The critical months: the German advance to Moscow.

B. Surviving the crisis: ice, snow and Lend-Lease aid.

C. The turning point: the Battle of Stalingrad.

D. The drive westward: the Germans retreat.

E. Russian losses in World War II.

F. Building the Communist bloc: the occupation of Eastern Europe.

UNIT SEVENTEEN

THE UNITED STATES VERSUS THE SOVIET UNION - THE COLD WAR

Concepts

Primary Concept: American-Soviet competition for world influence.

The wartime spirit of cooperation that had developed between the United States and the Soviet Union was completely shattered by 1948. During the next fifteen years the two super-powers would challenge each other politically or militarily in every area of the world. At the heart of this contest known as the Cold War was a deadly earnest American-Soviet competition for world influence. Each power sought sufficient influence to check the encroachment of the other and to establish its own vision of the world's future. The two visions, of course, were fundamentally and radically different. Russian influence would be used for extending the communist bloc and for creating totalitarian societies throughout the world. The object of American influence was to frustrate the expansionist designs of the Soviet Union and to encourage the development of democratic societies. Most American leaders hoped that the new societies would developcapitalist rather than socialist economies, but recognized the right of each nation to establish institutions of its own choice so long as these were not a menace to world peace and to the freedom of others. In Southeast Asia the Soviet-American competition was soon replaced by a Chinese Communist-American conflict. The object of the competition remained the same.

Secondary Concepts: containing communism in Asia; countering Russian influence in the Near East; continuing the policy of containment in Europe; meeting the threat of communism in Africa; checking the spread of communism in Latin America.

By the time the policy of containment was applied in Asia, China had already become a communist country. The United States intervened in the civil

war in China, between the communists behind Mao Tse-tung and the Nationalist government, in a limited way only. Both the political and military leaders of the United States hesitated to become involved militarily in Asia when the Russian menace to Europe seemed to be the most important threat. The first serious attempt to contain communism in Asia came with the UN intervention in Korea, which was led and inspired by the United States.

Both the United States and the Soviet Union tried to win friends and influence in the Arab states of the Near East. The United States tried to counter Russian influence in the Near East by offering economic and military assistance to nations which needed it. By the so-called Eisenhower Doctrine, the United States also agreed to protect the independence of nations in that part of the world from armed communist aggression. The policy was invoked in 1958 in Lebanon. The Eisenhower Doctrine did not, however, provide a solution to the problem of anti-Western and sometimes pro-communist sentiment within the Arab countries.

The policy of containment continued to be applied in Europe during the 1950's and after. Americans who advocated a stronger policy -- that of national liberation -- were disappointed by American inaction during the unsuccessful Hungarian Revolution. In a sense the United States gave notice to the Soviet Union that it would not encroach upon the Russian sphere of influence in Europe (by aiding revolutions in the Soviet bloc) if they would keep hands off the Western area of interest. However, the Soviet Union continued to test the American will to stand firm, especially in Berlin. There was increasing evidence by the mid-1960's of a general relaxation of tensions in Europe. The success of containment and the increasing number of internal problems within the Soviet bloc and within NATO contributed to the apparent thaw in the Cold War in Europe.

Checking the spread of Communism in Latin America had become a major objective of American foreign policy by the 1960's. Communism was established in Cuba by Fidel Castro, who led a successful revolution against an unpopular Cuban dictator. After a half-hearted attempt to overthrow the Castro government, by extending limited aid to anti-communist Cuban refugees who attempted an invasion of Cuba, the United States concentrated on minimizing the threat which Cuba posed to the political stability of the hemisphere. President Kennedy's decisive action and responsible use of power during the Cuban Missile Crisis was perhaps the greatest success of American foreign policy during his administration. It prevented Cuba from becoming a major threat to the security of the United States.

The United States met the threat of Communism in Africa by various means. It attempted to strengthen the newly emerging African states by extending economic and technical assistance to countries which needed it. It also supported the United Nations' operation in the Congo, which kept that unstable area free from communist control. The United States has also used its influence in Africa to encourage democratic rather than totalitarian political procedures and government by majority rule rather than by minority domination. Africa has also been one of the important areas of activity for the Peace Corps.

Content Guide

I. Revolution in China.

   A. The internal situation: inefficiency and corruption of the Nationalist government.

   B. The Civil War: Mao Tse-tung and the Communists versus Chiang Kai-shek and the Nationalists.

   C. American policy toward China: failure of the Marshall mission; failure of military aid; reluctance to involve American forces in China.

D. China goes communist: Chiang's government flees to Formosa.

E. American policy toward China post-1950: nonrecognition; refusal to accept Communist China as a UN member; continued support of the Nationalist Chinese government on Formosa.

II. Containment in the Far East -- the First Phase.

A. Asian Communism expands: the invasion of South Korea.

B. The United Nations intervention: President Truman's decision to draw the line in Korea.

C. Chinese intervention: the question of expanding the war.

D. The decision to limit the war: the removal of General MacArthur.

E. The Korean truce: containment temporarily accomplished.

III. Stabilizing the Near East.

A. The Arab-Israeli conflict: an element of instability.

B. The Suez Crisis: nationalization of the canal by Nasser, British-French intervention, rift in the Western ranks.

C. Soviet-American competition in Egypt: Dulles, the Russians and Aswan Dam.

D. The Eisenhower Doctrine: the crisis in Lebanon and Iraq.

E. Stalemate and Stability in the Near East.

IV. Continuing the Containment Policy in Europe.

A. The Hungarian Revolution: United States rejects the idea of liberation.

B. Disarmament talks: the meetings at Geneva.

C. The summit meetings: talks with Khrushchev at Camp David and Geneva.

D. The Berlin Crisis: threat of a separate peace treaty and the Berlin Wall.

E. The relaxation of tensions: the test ban treaty, the hot line and the wheat sales.

F. Approaching a condition of stability in Europe.

V. Checking Communism in Latin America.

A. The Cuban Revolution: the rise of Castro; the Communist threat to

Latin America; social and economic conditions in Latin America.

B. The Bay of Pigs fiasco: half-hearted policy of liberation.

C. The Alliance for Progress: encouraging economic and social reforms.

D. The Cuban Missile Crisis: limited intervention in Cuba.

E. The Johnson policy in Santo Domingo: military intervention.

VI. Meeting the Threat of Communism in Africa.

A. The situation in Africa: new states gaining independence; areas of instability (the Congo especially); need for economic and technical assistance.

B. Assistance to the newly emerging nations: Soviet-American rivalry.

C. The Republic of the Congo crisis: United Nations intervention to prevent a Soviet-American clash.

D. The Kennedy policy toward the Congo: support of United Nations action.

E. Encouraging democratic procedures and majority rule in Africa: American policy toward Rhodesia and South Africa.

VII. Containment in the Far East -- the second phase.

A. Revolution in Indo-China: expulsion of the French.

B. The Geneva Agreement: division of the ex-colony into Laos, Cambodia, North and South Vietnam.

C. The crisis in Laos: failure of the Eisenhower policy of supporting the pro-Western faction short of intervention; the Geneva conference on Laos; coalition government and neutralization of the country.

D. The crisis in South Vietnam: revolution or aggression?

E. The Kennedy-Johnson policy in Vietnam: an escalating military intervention to support the pro-Western government.

ACTIVITIES

Reports - Oral and Written

1. On an outline map of the Soviet Union show, by using different colors, the extent of Russian territory at approximately these dates:

   a. 1725.
   b. 1800.
   c. 1900.
   d. 1960.

2. Read and report on the experiences of Lenin or Trotsky while in exile.

3. Compare the events of the first year of the French Revolution and the first year of the Russian Revolution.

4. Make a list of the ways in which the events following the Russian Revolution departed from Karl Marx's theory.

5. Read and report on the relations between the United States and Russia during the period of Lenin's control, 1917-1924.

6. Make a chart showing the parallel events in the rise of Stalin and the rise of Khrushchev.

7. Contrast the life of a Russian worker with that of an American worker.

8. Compare the qualifications for membership in the Communist Party in Russia with those for membership in a political party in the United States.

9. Make a chart showing, in parallel columns, (a) the similarities and (b) the differences in the organization of the United States government and the government of Soviet Russia.

10. Report on elections and election day in the Soviet Union.

11. Compare the attitudes of Marx and Lenin toward freedom and democracy with those of Thomas Jefferson, Abraham Lincoln and other American leaders.

12. Prepare biographies on the leaders of the communist countries, both past and present.

13. Prepare a composition on "How We Can Insure World Peace."

14. Draw a cartoon illustrating (a) the iron curtain, (b) the tug of war over Germany, (c) communist propaganda in Asia, (d) the dispute between Khrushchev and Mao-Tse-tung.

15. Write a television script on Castro's Cuba, keeping in mind all the aspects that make for drama and significance.

16. Collect pictures of Washington, D. C. and Moscow for a bulletin board. Make reference to style of architecture in these two cities.

17. Have a panel discussion on "How Cold is the Cold War."

18. Make a chart comparing the American and Russian Revolutions.

19. Present figures on immigration from communist countries to the United States over the period 1950-1960.

20. Compare the Reconstruction period in the United States after the American Civil War to the Bolshevik Revolution.

21. Collect information and news articles on why China has been blocked from entry to the United Nations.

22. Give examples and pictures on communist infiltration into "under developed" areas. Why is it difficult for the United States to gain popularity in these countries?

23. Write a paper on how relations between the United States, Russia and China have changed since the development of atomic weapons.

24. Read a short story by an American author and compare it to a Russian short story written about the same time.

25. Compare foreign aid of the United States, Russia and China to Vietnam.

26. Compare the educational systems of the United States and the Soviet Union.

MATERIALS

Bibliography - Teacher and Student

NOTE: Materials for Units 15, 16 and 17 may be adapted from Social Studies Pamphlet Number One, Freedom, Democracy and Communism, produced by the State Department of Education 1966.

SKILLS DEVELOPMENT CHART

Social Studies Skills: A Guide To Analysis And Grade Placement
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents--	EP	LP-LI	J-S
2. Use table of contents----------	LP	EI-J	S
3. Alphabetize----------	LP	EI-J	S
4. Use index----------	EI	LI-J	S
5. Use title page and copyright date--------	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists----------	EI	LI-J	S
7. Distinguish between storybooks and factual books----------	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references----------	EI	LI-J	S
2. Use reference works, such as World Almanac, atlases, Who's Who, Statesman's Yearbook-	EI	LI-J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S

2. Use guide words	EI	LI-J	S
3. Learn correct pronunciation of a word	EI	LI-J	S
4. Understand syllabication	EI	LI-J	S
5. Choose the appropriate meaning of the word for the content in which it is used	EI	LI-J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI-LI	J-S
2. Select important news items	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J-S	S
E. Know how to find materials in a library, both school and public			
1. Locate appropriate books	EI	LI-J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that			
a. A book is listed in three ways--by subject, by author, and by title	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S

e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided----------	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books----------	J	S	S
4. Use the Readers' Guide to Periodical Literature and other indexes----------	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview----------	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for----------	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview----------	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview----------	EP	LP-J	S
5. Find acceptable ways to open and close an interview----------	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained----------	EP	LP-S	S
G. Be selective in using audiovisual materials----	EP-LI	J	S
(See acquiring information through listening and observing; and interpreting pictures, charts, tables; PART ONE, Sections V, VII).			
H. Use maps and globes in developing geographic skills----------	LP	EI-J	S
(See interpreting maps and globes, PART TWO, Section III.)			
II. Organizing Information			
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source ----------	EI	LI-S	S

B. Select the main idea and supporting facts------	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart----------	EP	LP-LI	J-S
D. Select answers to questions from material heard, viewed or read----------	EP	LP-J	S
E. Take notes, making a record of the source by author, title, page----------	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories----------	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence---	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form----------	LI	J-S	S
I. Write a summary of main points encountered in material----------	EI	LI-S	S
J. Make a simple table of contents----------	LP	EI-J	S
K. Make a bibliography----------	LI	J	S
III. Evaluating information			
A. Distinguish between fact and fiction----------	EP	LP-J	S
B. Distinguish between fact and opinion----------	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction----------	LP	EI-J	S
D. Consider which source of information is more acceptable, and why----------	LP	EI-S	S
E. Examine reasons for contradictions or seeming contradictions, in evidence----------	J	J-S	S

F. Examine material for consistency, reasonableness, and freedom from bias	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression,or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S

D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information---	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation-----	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard----------	J	J-S	S
G. Take notes while continuing to listen and to observe----------	J	J-S	S
H. Analyze video and auto presentations e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics--	J	J-S	S
VI. Communicating orally and in writing			
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary----------	EP	LP-J	S
2. Choose the appropriate word----------	EP	LP-J	S
3. Pronounce words correctly and enunciate clearly----------	EP	LP-J	S
4. Talk in sentences----------	EP	LP-J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted----------	EI	LI-S	S
6. Keep to the point in all situations involving oral expression----------	EP	LP-J	S
7. Develop self-confidence----------	EP	LP-J	S
8. Exchange ideas through discussion, either as leader or participant----------	EP	LP-J	S
9. Respect limitations of time and the right of others to be heard----------	EP	LP-J	S
B. Write with clarity and exactness			

1. Collect, Evaluate, and organize information around a clearly defined topic (see Section I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	EI	LI-J	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofread and revise	LI	J-S	S

VII. Interpreting pictures, charts, graphs, tables

A. Interpret pictorial materials

1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinquish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP-J	S

B. Interpret Cartoons

1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S

C. Study Charts

1. Understand the steps in development indicated--	LI	J-S	S

2. Trace the steps in the process shown--------	LI	J-S	S
3. Compare sizes and quantities----------	LI	J-S	S
4. Analyze the organization or structure-------	LI	J-S	S
5. Identify elements of change----------	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title----	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved----------	EI	LI-J	S
3. Interpret the relationships shown----------	EI	LI-J	S
4. Draw inferences based on the data----------	EI	LI-J	S
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)--------	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs and tables with that gained from other sources----------	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others-------	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them----------	EP	LP-S	S
C. Take part in making the rules needed by the group----------	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires----------	EP	LP-S	S
E. Profit from criticism and suggestions----------	EP	LP-S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort----------	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed----------	LI	J	S

PART TWO: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF THE SOCIAL STUDIES

Skills	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Reading social studies materials			
A. Understand an increasing number of social studies terms----------	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials----------	EI	LI-J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists----------	EP	LP-J	S
B. Define the problem for study----------	EP	LP-J	S
C. Review known information about the problem----	EP	LP-J	S
D. Plan how to study the problem----------	EP	LP-J	S
E. Locate, gather and organize information------	EP	LP-J	S
F. Interpret and evaluate information (For detailed analysis, see PART ONE, Section III.)	EP	LP-J	S
G. Summarize and draw tentative conclusions-----	EP	LP-J	S
H. Recognize the need to change conclusions when new information warrants----------	EP	LP-J	S
I. Recognize areas for further study----------	EP	LP-J	S

J. Use problem-solving techniques by meeting personal and social problems----------	EP-LP	EI-J	S
III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal direction in classroom and neighborhood----------	LP	EI-J	
2. Use intermediate directions, as southeast, northwest----------	EI	LI-J	S
3. Use cardinal directions and intermediate directions in working with maps----------	EI	LI-J	S
4. Use relative terms of location and directions, as near, far, above, below, up, down------	EP	LP-J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection----------	LP-EI	LI-J	S
6. Understand the use of the compass for direction----------	EI	LI-J	S
7. Use the north arrow on the map ----------	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north --------	EI	LI-J	S
9. Use parallels and meridians in determining direction ----------	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ ----------	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction ----------	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and a globe ---	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps - physical-political, chalkboard, weather, etc. ----------	LP	EI-J	S

3.	Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands----------	EI	LI-J	S
4.	Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations---------	EI	LI-J	S
5.	Relate low latitudes to the equator and high latitudes to the polar areas----------	EI	LI-J	S
6.	Interpret abbreviations commonly found on maps----------	EI	LI-J	S
7.	Use map vocabulary and key accurately------	EI	LI-J	S
8.	Use longitude and latitude in locating places on wall maps----------	LI	J	S
9.	Use an atlas to locate places----------	LI	J	S
10.	Identify the time zones of the United States and relate them to longitude--------	EI	LI-J	S
11.	Understand the reason for the International Date Line, and compute time problems of international travel----------	J	S	S
12.	Consult two or more maps to gather information about the same area----------	EI	LI-J	S
13.	Recognize location of major cities of the world with respect to their physical setting----------	EI	LI-J	S
14.	Trace routes of travel by different means of transportation----------	EI	LI-J	S
15.	Develop a visual image of major countries, land forms, and other map patterns studied-	EI	LI-J	S
16.	Read maps of various types which show elevation----------	EI	LI-J	S
17.	Understand the significance of relative location as it has affected national policies	LI	J-S	S
18.	Learn to make simple sketch maps to show location----------	LP	EI-J	S
	Use scale and compute distances			
1.	Use small objects to represent large ones, as a photograph compared to actual size.	EP	LP-J	S

2. Make simple large-scale maps of a familiar area, such as classroom neighborhood----------	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map----------	EI	LI-J	S
4. Determine distance on a map by using a scale of miles----------	EI	LI-J	S
5. Compare maps of different size of the same area-	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas-	EI	LI-J	S
7. Compute distance between two points on maps of different scale----------	EI	LI-J	S
8. Estimate distances on a globe using latitude; estimate air distances by using a tape or a string to measure great circle routes----------	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used----------	LI	J	S
10. Develop the habit of checking the scale on all maps used ----------	EI	LI-J	S
D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map----------	EP	LP-J	S
2. Learn to use legends on different kinds of maps----------	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents----------	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown--------	LI	J	S
5. Interpret the elevation of the land from the flow of rivers----------	LI	J	S
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols----------	EI	LI-J	S
7. Use all parts of a world atlas----------	J	S	S
E. Compare maps and draw inferences			

1.	Read into a map the relationships suggested by the data above shown as the factors which determine the location of cities----------	EI	LI-J	S
2.	Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data----------	EI	LI-J	S
3.	Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand----------	EI	LI-J	S
4.	Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5.	Use maps and the globe to explain the geographic setting of historical and current events-------	LI	J	S
6.	Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources----------	J	J	S
7.	Infer man's activities or way of living from physical detail and from latitude----------	EI	LI-J	S

IV. Understanding time and chronology

A. Develop an understanding of the time system and the calendar

1.	Learn to tell time by the clock----------	EP	LP	LI
2.	Use names of the days of the week in order-----	EP	LP	EI
3.	Use names of the months in sequence ----------	EP	LP	EI
4.	Use calendar to find dates of special events and to determine length of time between dates----------	EP	LP-LI	J
5.	Associate seasons with particular months in both northern and southern hemispheres --------	EP	LP-LI	J-S
6.	Understand the relation between rotation of the earth and day and night ----------	LP	EI-J	S
7.	Understand the system of time zones as related to the rotation of the earth----------	LP	EI-J	S
8.	Understand the relation between the earth's revolution around the sun and a calendar year--	LP	EI-J	S

9. Accumulate some specific date-events as points of orientation in time----------	EI	LI-S	S
10. Comprehend the Christian system of chronology B.C and A.D.----------	EI	LI-S	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite concepts as second, minute, yesterday, decade, century-------	EI	LI-J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile-	EP	LP-J	S
12. Acquire a sense of prehistoric and geological time----------	J	J-S	S
13. Learn to translate dates into centuries------	EI	LI-J	S
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.--	LP	EI-LI	
2. Learn to arrange personal experiences in order----------	FP	LP-LI	
3. Comprehend sequence and order as expressed in first, second and third, etc.----------	EP	LI-J	
4. Learn to think of the separation of an event from the present in arithmetical terms-------	EI	LI-J	S
5. Learn to figure the length of time between two given dates----------	EI	LI-J	S
6. Understand differences in duration of various historical periods----------	J	J-S	S
7. Understand and make simple time lines--------	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships among historic events-----	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S

PART THREE:[3] Skills of Inductive-Deductive Reasoning Which are an Integral Part of the Teaching-Learning Process in the Social Studies

NOTE: Recent investigations of the learning process indicate that the most permanent learning is that which takes place through individual discovery. The application of this important learning principle to the teaching of social studies will require greater emphasis on "discovery learning" or inductive learning in the schools. The social studies teacher will have to help students develop the skills necessary for this approach to the subject matter.

I. Induction

Developed as the ability to draw conclusions (to form principles and generalizations) from specific cases and factual information.

A. Develop an idea or theme from a body of information.

B. Develop several possible ideas or themes from a body of information.

C. Describe cause and effect in applicable situations.

D. Judge when a cause and effect relation cannot be established due to the nature or limitations of the evidence.

E. Sift out extraneous information from a body of facts before reaching a conclusion.

F. Draw tentative conclusions from an incomplete body of facts and determine what facts must be available before firm conclusions can be made.

II. Deduction

Developed as the ability to apply principles and generalizations to specific cases and problems.

A. Apply a principle or generalization arrived at through the above process (inductively) to a new body of information.

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[3]This section is not an original part of the skills development chart published in the National Council for Social Studies Yearbook, 1963. It was suggested and written by Dr. Glen Hontz, Director Teacher Education, Tulane University and Dr. Matthew T. Downey, Assistant Professor of History, Louisiana State University, as a most important function of the teaching-learning process in the social studies.

B. Apply several possible generalizations or ideas to the new body of information.

C. Apply ideas or generalizations arrived at through study of one historical situation or era to a different situation.

III. Verification

Developed as the ability to judge the adequacy of a newly formulated conclusion (principle or generalization) by applying it to a new situation, as suggested above. Verification is the step which completes the reasoning cycle: inductively derived conclusions are deductively applied and verified.

A. Is the idea or conclusion applicable to other historical situations?

B. Does the idea or conclusion have general relevance or is it valid for specific times and places only?

C. Does the application of the idea or conclusion result in more complete understanding?

EVALUATION IN AMERICAN HISTORY

Any major change in the emphasis and content organization of a history course should be accompanied by a corresponding change in evaluation. The danger, otherwise, is that the student will disregard the design of the course and continue to study, review and think according to the design of the former evaluation procedure. As the study and thinking habits of students are to some extent geared to the nature of the evaluation procedure, the choice of questions should be as deliberate as the choice of teaching method or reading materials.

It is doubtful that there is an ideal form of history examination. An examination approaches the ideal to the extent that it accomplishes the instructor's purpose -- to the extent that it measures what he wants to be measured. Thus, the proper weighing of essay versus objective type questions depends upon the purpose of the examination as does the instructor's choice of objective questions.

A primary reason for testing and evaluation in any subject is that of determining pupil progress. More important is the purpose of measuring pupil growth and understanding. This is certainly true in the study of American history. Perhaps much too often tests are given for the sole purpose of obtaining a grade.

Studies have shown that history is the most or one of the most disliked subjects among students. Could this be due to the fact that history has been, and is still, largely taught as a body of facts and dates to be memorized and repeated by students on tests that are not designed to check the students' understanding of "why," "how" and "what effect."

In using the multi-concept plan, evaluation can quite easily be made in terms of the students' understanding of concepts. Factual information

may well be presented in books and charts for the student to see at all times. Thus, if students can have access to the facts at all times, the center of attention in the study of history can then be focused on "how" and "why." Cause and effect relationships can be emphasized. Deductive and inductive thinking can be applied.

Various types of evaluation procedures which require the student to synthesize factual knowledge should be used in the classroom. One type of evaluation that will bring this about is the framing of questions for class discussion or essay type written work that involve the following characteristics:

1. What is or was the immediate cause of the event?
2. Was there a background of agitation for the principles which were victorious during this period or episode?
3. Were there personalities on either side whose strengths or weaknesses may have helped to determine the outcome of the struggle?
4. Was the physical environment a factor in the situation?
5. How did the economic interests of the people influence them to act in this episode?
6. Did religious motivations or loyalties influence people to act in this situation?
7. Were technological changes a factor in the situation?

Questions that ask "why" can be made more demanding upon the student than simple factual recall questions. Interpretative questions such as the ones below can be made even more probing and intellectually sophisticated.

Questions 1 through 4 refer to the following passage:

"Today the United States is practically sovereign on this continent and its fiat is law upon the subjects to which it confines its interposition. Why? It is not because of the pure friendship or good will felt for it. It is not simply by reason of its high character as a civilized state, nor

because wisdom and justice and equity are the invariable characteristics of the dealings of the United States. It is because, in addition to all other grounds, its infinite resources combined with its isolated position render it master of the situation and practically invulnerable as against any or all other powers."

1. The diplomatic note from which the above passage was taken was sent by the United States government in 1895 to which foreign power? (1) Spain, (2) Russia, (3) Great Britain, (4) Germany, (5) Mexico.

2. The message was an emphatic restatement of (1) internationalism, (2) the Monroe Doctrine, (3) the "Good Neighbor" policy, (4) a desire for territorial expansion, (5) all of these.

3. The situation which called forth this declaration was a dispute over (1) the Pribilof Island seal hunting ground, (2) the Venezuelan boundary dispute, (3) the American annexation of Hawaii, (4) commercial rights in Asia, (5) the revolution in Cuba.

4. The United States was able to have its way in the crisis which this note helped create due to (1) the recent modernization of the United States Navy, (2) the desire of the other power for American friendship, (3) the rise of German imperialism, (4) all of these.

Chronological questions are sometimes useful. At least they serve the purpose of occasionally reminding the students that understanding chronological sequences is one part of the historian's task. Such questions can be organized in various ways. The following are a few examples:

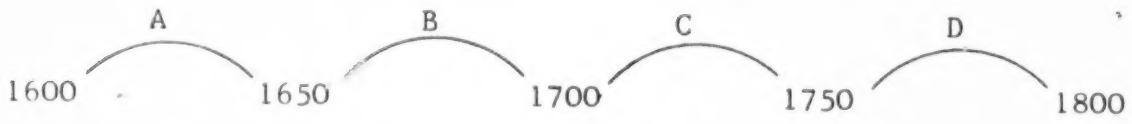
In questions 1 through 3 mark as your answer the event which occurred last:

1. (1) Payne-Aldrich Tariff, (2) Underwood Tariff, (3) election of Woodrow Wilson.

2. (1) Teller Amendment, (2) Platt Amendment, (3) invasion of Cuba.

3. (1) Battle of Manila Bay, (2) sinking of the battleship Maine, (3) the declaration of war in 1898.

In questions 1 through 5 refer to the following time periods:



During which period did each of the following events occur?

1. The last English colony in North America was founded.
2. The Virginia House of Burgesses first met.
3. New Netherlands became New York.
4. The Stamp Act was passed.
5. The French and Indian War began.

There are, of course, a variety of types of questions that can be classified as "easy scoring," each useful for a particular purpose. For example, there is the objective-type question that asks "Why" rather than "What."

Example: Roosevelt probably selected the Northern Securities Company as his first anti-trust target because (1) its activities clearly involved commerce rather than manufacturing, (2) it was notoriously infamous, (3) it came under the jurisdiction of the Interstate Commerce Act rather than the Sherman Act, (4) it still used the trust device for achieving a combination, (5) all of these.

If formulation of test items are based upon the primary and secondary concepts, and a variety of types are used as indicated above, <u>including the essay question</u>, a fairly accurate picture of pupil understanding of the flow of events, cause and effect relationships, as well as the "how" and "why" can be measured. No test should contain factual recall questions <u>only</u>.